DOCUMENT RESUME

ED 097 300 SP 008 458

TITLE	The Utilization and Training of Paraprofessionals in Special Education. Present Status and Future Prospects.
INSTITUTION	City Univ. of New York, N.Y. Queens Coll. New Careers Training Lab.
PUB DATE	74
NOTE	234p.
AVAILABLE FROM	New Careers Training Laboratory, 184 Fifth Avenue, New York, New York 10010 ($5.00)
EDRS PRICE	MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	*Educational Programs; *Handicapped Children; *Models; *Paraprofessional School Personnel; *Surveys

ABSTRACT

This report, divided into two sections, presents the findings of an investigation to gather data on the present utilization and training of paraprofessionals in the field of the handicapped and outlines career ladder and training models for paraprofessionals and special education teachers. The following methods were used to gather data: (a) literature review, (b) survey to state directors of special education, (c) survey to professional organizations, (d) survey to private and state schools, and (e) on-site visits. The investigation revealed the following: (a) the lack of training received by paraprofessionals and (b) the need for training paraprofessionals emphasized by professional organizations, private and state schools, administrators, special education teachers, and other paraprofessionals. The second section focuses on the training of paraprofessionals to work in education programs for handicapped children. Generally issues concerning training designs are reviewed; models are proposed that may serve as a base of reference for establishing training models for paraprofessionals and for teachers working with paraprofessionals; a model career ladder is detailed; and samples of task anayses on specific content areas of the special education curriculum are presented. Samples of the mail questionnaires and lists of professional organizations, colleges involved in training paraprofessionals, and selected training programs are included in the appendixes. (PD)

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THE UTILIZATION AND TRAINING OF PARAPROFESSIONALS IN SPECIAL EDUCATION

Present Status and Future Prospects

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1974

HE 004 458

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Project Staff

The major credit for this report belongs to Mary-Beth Fafard, a worker of prodigious capacity and great skill. In addition, project work was carried out by Musette El-Mohammed and Hamilton Banks, Ruthan Evanoff, Vivian C. Jackson, Ethel Mingo, and Gina Schachter.

We are grateful for the support and assistance of the Project Officer, Richard Whelan, and of Edwin N. Martin, Associate Commissioner for Education for the Handicapped, and Robert Herman, Acting Associate Deputy Commissioner for Education for the Handicapped.

Alan Gartner
Project Director

Acknowledgements

Throughout the course of this grant, numerous people offered their assistance, time, and information. Without this cooperation and assistance, the information gathered in this report would not have been available. In addition to the people mentioned, we are grateful to the many special education teachers, administrators, and paraprofessionals who gave of their time in filling out questionnaires, in answering questions, and in observations. The personal input of these people aids everyone in meeting the needs of the special education field.

Nancy Ackerman
Margaret Amo
Earl Anderson
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PART I

REPORT ON THE FINDINGS

I. Introduction

The decade of the 1960s was marked by a series of efforts to expand the area of rights and entitlements.[1] A broad range of groups asserted, and to a considerable extent achieved, the right to have their voices heard, particularly on issues affecting them, and to receive their full entitlement to services. The monopoly held by largely white, middle-aged males as to the inputs into decision-making, indeed as to the definition of problems, was challenged, first by the Black movement and then by students, and increasingly in the 1970s by the women's movement. At the same time, various groups, particularly those which were subject populations and especially those in client relationships (e.g., students, patients, welfare recipients, prisoners, etc.), asserted both the right to a voice in what happened to them and the entitlement to adequate service. There was an assertion of the right to participate, the right to information, the right to fair treatment and due process, the right to decent care, the right to personal autonomy. One can summarize these efforts by saying that groups heretofore excluded, not taken seriously, felt to have sharply delimited entitlements (and those as defined by others who knew best for them), have said, "No more."

It is not surprising that these efforts have related particularly

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[1]For a fuller discussion of this development, particularly as it relates to the emerging service society and the emergence of new leading forces, see Alan Gartner and Frank Riessman, The Service Society and the Consumer Vanguard (New York: Harper and Row, 1974).

to the human services. The growth of employment here, the growth in the number of those served, the increase in funds (particularly public) expended, the rising media attention, all these have characterized the human services in the 1960s, trends continuing largely unabated in the 1970s. As the largest of the human service fields, education has been a primary arena for these developments, including the students' movement beginning at the colleges and now spreading nationwide, the assertion of rights ranging from those of due process to free speech, and the claim of entitlements from that of equal expenditures to bilingual education. And, of course, there has been the assertion of the rights of the handicapped, the right to be treated as human beings capable and with potential, the right to inclusion and fair treatment. And, as with developments in the other fields, it has been largely lay people (parents, courts, and legislators) who have been critical in this assertion.

Three landmark cases decided in 1971 have proclaimed the right of all mentally retarded children to an education (Pennsylvania Association for Retarded Children v. Commonwealth of Pennsylvania); the right to an education for all children previously excluded from school (Mills v. Board of Education of the District of Columbia); the right of institutionalized persons to full treatment (Wyatt v. Stickney).[2] Along with the thrust provided by these and subsequent

---

[2]Indeed, a new journal, Mental Retardation and the Law, catalogs legal activities concerned with the right to service (care, treatment, education) and its quality.

suits, there has been action by state legislatures in the passage of mandatory legislation for the provision of educational services to handicapped children, in the opinions of the attorneys general in the several states, and increasing legislative concern at the national level.

In sum, these activities, along with the efforts of the Bureau of Education for the Handicapped, the various parents and professional groups, have resulted in a sharp increase in the numbers (and range) of handicapped children being served by the schools, with the peak, as yet, far from being reached.

At the same time as the schools can expect increasing numbers of handicapped children, there is a growing thrust toward "mainstreaming" an ever growing range of handicapped children. In part, this is akin to the thrust in mental health programs for community-based care. Similarly, in part, it is akin to the efforts of many to shun the labeling inherent in the extensive utilization of "intelligence" and similar tests. The "mainstreaming" efforts also partake of the effort, strongly developed in the 1960s, toward individualization, that is, the fashioning of education programs to fit the needs of the particular child.

In sum, three lines of development are converging to affect the education of handicapped children--the movement toward inclusion of all children regardless of their handicaps, the expansion of efforts to include a widening range of handicapped children in "mainstream" programs, the continuing and growing emphasis on

programs responsive to the individual child.

All of this, of course, has direct and immediate consequence for the recruitment, preparation, and utilization of personnel. Clearly, there will be need for more personnel; but, more alone is likely not to be enough. Rather, there are as well issues of who will do what, and how people are to be prepared. In this regard, the Training Division, Bureau of Education for the Handicapped, U.S. Office of Education, awarded a grant to the New Careers Training Laboratory, Queens College, City University of New York, to examine the present utilization of paraprofessionals in educational programs for the handicapped, to assess their prospective roles and the appropriate career ladders and training patterns.

In order to gather data on the present utilization and training of paraprofessionals in the field of the handicapped, a multi-method research design was employed. The following course of action was undertaken:

(1) a review of the literature specifically dealing with paraprofessionals in educational programs for handicapped children;

(2) a mail questionnaire to the state directors of special education;

(3) a mail survey to professional organizations whose interest is in the handicapped;

(4) a mail survey to some 600 schools listed in the Directory of Exceptional Children; and,

(5) on-site interviews and obseervations of paraprofessionals working in educational programs for the handicapped.

The development of training models for paraprofessionals in programs for the handicapped was done by specialists in the field of special education and paraprofessional education. Materials gathered on existing programs as well as interviews and observations with educational personnel were utilized in designing program training models.

This report is divided into two sections. Part I shares the findings of the investigatory phases and Part II outlines career ladder and training models for paraprofessionals and special education teachers.

II. Review of the Literature

One of the earliest studies dealing with the efficacy of utilizing teacher assistants in special education programs was by Cruickshank and Haring (1957). The study concerned itself with the selection, training, and use of assistants to serve in classes which were involved in educating exceptional children for one academic year. Teacher assistants were placed in three types of educational situations in which exceptional children were being educated: (1) special classrooms; (2) regular classrooms; and (3) itinerant teacher services. Two assistants were assigned to the speech and hearing department of the school system's itinerant program. In total, teacher assistants were placed in fourteen educational settings. The importance of general orientation to inspire cooperation, present the limitations of the assistant role, and organize suitable teams of teachers and assistants were stressed. At the end of the year, the evaluations and comments of the nineteen teachers who worked with an assistant were all favorable. The authors concluded that:

> . . . . youngsters benefitted greatly from the program through the additional teacher planning, increased availability of materials, and greater number of classroom activities made possible by the presence of a Teacher Assistant (p. 40).

Further,

> . . . in the face of the increasing pupil ratio currently being evidenced throughout the United States, the utilization of the Teacher Assistant plan may be the only basis upon which integration can be realistically effected (p.42).

Although this study recognized the positive use of paraprofessionals, its results were based on highly subjective evaluative data. The lack of a good research design, the absence of comparison classes, and the small samplings were each serious limitations of the study.

Blessing and Cook (1970) undertook a three-year investigation in the Milwaukee public schools to study the effects of class size and the use of teacher aides on pupil behavior in primary and intermediate educable mentally retarded classes. The project employed 17 aides with 20 classes. Educational, linguistic, and social behavior measures were used to determine the effects on pupil behavior. The analysis of the data led the authors to conclude the following:

> The major impact of the aides along (i.e., without regard to other conditions such as size of class, age level of children, etc.) appeared to be, first, a reduction in undesirable behavior in the classroom, and second, enhancement of the spelling achievement of the pupils (p. xi).

Since both the utilization of teacher aides and class size had their greatest effect on primary classes, the authors suggested that other educational strategies may be necessary to affect the academic, linguistic, and social behavior of intermediate educable mentally retarded pupils. The authors also offered this final cautionary

note concerning job structure in the utilization of teacher aides!

> Too much structure, in terms of rigid role definitions; teacher-aide, aide-parent, and aide-pupil relationships; etc., tended to nullify the full contribution that the aides could make. On the other hand, the aide's lack of familiarity in the educational setting dictated that some broad guidelines and training opportunities needed to be provided (p. xi).

Another study demonstrating the effective use of paraprofessionals was by Guess and co-workers (1971) who conducted a two-year research project in which two psychiatric paraprofessionals were trained to be "language developmentalists" for small groups of severely and moderately retarded children in an institutional setting in Kansas. Children who attended language development classes with the paraprofessionals over a two-year period were compared with children who served as matched controls over the same time interval.

In regard to the utilization of paraprofessionals, the authors concluded that:

> . . . one of the most significant findings from the project pertains to the role of the nonprofessional persons as language developmentalists for the mentally retarded. Results from the study demonstrated that these nonprofessional persons could be trained to develop and enhance the speech and language skills of low functioning mentally retarded children. The role of the professional speech clinician in the present projects was to supervise, consult, and assist the language developmentalists in their work (p. 453).

Cowen and co-workers (1971) engaged in a pilot project of selecting and training 55 women to work as child-aides with ineffectively functioning primary grade school children in Rochester, New York. The authors concluded that ". . . the child-aides model described here represents a serious and potentially valuable step

in bringing early help to many young school children" (p. 136).

Terrell and colleagues (1972) expanded the Rochester project to the training of aides in group work with children. While detailed data is not yet available, the authors stated that " . . . nonprofessionals effectively used the on-the-job training, supervision, and consultation offered in this training program for group work with maladapting school children" (p. 57).

The Model Centers Programs, established by the Handicapped Children's Early Education Assistance Act of 1968, indicated the vital uses of paraprofessionals in centers. Extensive training of aides, upgrading skills, and modification of attitudes toward handicapped children were part of these programs (Olshin, 1971).

Cortazzo and colleagues (1971) reported on an experimental project known as BKR conducted at the Sunland Training Center in Miami. Six aides were trained in an intensive five-week training program to work as a team in setting up, executing, and maintaining a program for 60 profoundly retarded children, ages three to seven. The project results indicated that nonprofessional personnel with training were beneficial to handicapped children.

A more recent development has been the establishment of programs at community colleges to train paraprofessionals to work in educational programs for the handicapped. The Cerritos Junior College program (Hanson, 1969) for training teacher aides for trainable mentally retarded children was designed to meet the demand for adequate training of paraprofessionals for special education

programs. Courses in mental retardation, electives, and direct involvement in field experience constituted this college program.

Despite the lack of systematic research or a summarizing of the information on paraprofessionals, the literature to date pertaining to paraprofessionals working within education programs for the handicapped reveals that the interest in paraprofessionals is widespread and favorable. At present the literature on paraprofessionals in programs for the handicapped indicates the following: (1) a need for paraprofessionals; (2) attention must be given to their training; and (3) paraprofessionals benefit programs for handicapped children.

In general education, paraprofessionals are well established. The utilization of paraprofessionals in general education rapidly increased with the implementation of the Elementary and Secondary Education Act and the Economic Opportunity Act. Whether utilized as generalists in the classroom or specializing in particular tasks, paraprofessionals have had a direct impact on the learning of children. Studies conducted in Minnesota, Kentucky, California, and Georgia revealed that the utilization of paraprofessionals had an effect on gains in reading, increases in verbalization by children, and more child-to-child interaction. Paraprofessionals have not only had an effect on children's performance, but have also influenced and changed the role of the teacher. Findings reported from programs in Minnesota, North Carolina and Wisconsin indicated that paraprofessionals released teachers to spend more time with individual

pupils, increased preparation time, and resulted in instructional improvement (Gartner, 1971).

The use of paraprofessionals has received federal, state, and local support as well as support from the National Education Association and the American Federation of Teachers. It appears that in general education paraprofessionals are part of the innovative effort to improve instruction in public schools.

The Career Opportunities Program (COP), a nationwide demonstration project established under the Education Professions Development Act, is successfully demonstrating the innovative role paraprofessionals can play in schools. The program has served to increase low-income and minority group participation in public schools as well as to affect the structure and staffing patterns of local education agencies. Data collected from tests, principals, supervisors, parents, and administrators indicate positive results over a wide range of indices: cognitive gains of various sorts, reduction in discipline problems, improved attitudes toward school, and improved self-image. The COP training strategy of working in classrooms with professional personnel while attending institutions of higher education has demonstrated a unique approach to changing the character and training of school personnel. Further, it has demonstrated gains for low-income students in their learning, behavior, attitudes, and aspirations (Smith, 1973).

Although higher education programs for paraprofessionals interested in special education are a recent development, training

programs for paraprofessionals in general education are well established. A recent survey conducted by the New Careers Training Laboratory, supported by an Exxon Foundation grant, found nearly 1,000 colleges offering degree programs for paraprofessionals.[3]

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[3]New Careers Training Laboratory, Directory of College Programs for Paraprofessionals (New York: Behavioral Publications, 1974).

III. Survey to State Directors of Special Education

The initial phase of the NCTL study sought information from 50 states, 5 territories, and the District of Columbia through the National Association of State Directors of Special Education (NASDSE).[4] The questionnaire to the state directors of special education was designed to ascertain the following information: (1) the number of states employing paraprofessionals in special education; (2) the nature of the present utilization; and (3) an indication of potential utilization of paraprofessionals in special education. In addition, the questionnaire gathered information on states which certified paraprofessionals in special education and states which reimbursed their local school systems for the salaries of paraprofessionals.

The questionnaire was distributed to all state directors who attended the NASDSE convention in Arizona, July 9, 1973. State directors who did not attend the convention or who did not receive a questionnaire while at the convention received a questionnaire by mail. (See Appendix B for a copy of the questionnaire.) A total of 56 questionnaires were distributed to state directors of special education to elicit information from 50 states, 5 territories, and the District of Columbia. Of this total, 48 states, 5 territories, and the District of Columbia completed the questionnaires.

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[4]We are appreciative of the assistance of NASDSE's Executive Director, Earl Anderson, in the conduct of this portion of the study.

The responses from state directors indicated that with the exception of the Virgin Islands, all states, territories, and the District of Columbia are presently employing paraprofessionals in educational programs for the handicapped.

TABLE III-1

UTILIZATION OF PARAPROFESSIONALS

Paraprofessionals	Yes	No
States	48	0
Territories	4	1
District of Columbia	1	0

The estimated number of paraprofessionals serving in local public school programs for handicapped children in the United States is 27,000. The following table provides a breakdown of paraprofessionals employed in educational programs for the handicapped.

TABLE III-2

STATE ESTIMATES OF NUMBERS OF PARAPROFESSIONALS EMPLOYED

Number of Paraprofessionals	Number of States/Territories/ District of Columbia
0	1
1-50	11
50-100	7
100-200	8
200-300	6
400-600	9
600-1,000	3
1,000-3,000	5
3,000-5,000	0
5,000 and above	1
No estimate	3
No response	2

The states employing more than 1,000 paraprofessionals included California, Missouri, New York, Pennsylvania, Texas, and Vermont. Pennsylvania employs the greatest number with an estimated total of over 5,000. Two states, Ohio and New Jersey, were unable to provide an estimate, as was the U.S. Territory of Guam. Arizona and Tennessee did not return the questionnaire.

State directors provided information as to personnel in their particular states who, in addition to themselves, would have knowledge as to exact numbers, roles, and certification procedures within their states. Many states and territories do not tabulate specific data on paraprofessionals in special education programs. However, the information that was gathered from personnel designated by state directors is provided individually under each state in Appendix C.

As noted in Table III-3, in regard to certification, the majority of states and territories (42) do not certify paraprofessionals. Certification procedures are pending in Alabama, Massachusetts, and Missouri. States and territories presently certifying paraprofessionals are: Georgia, Hawaii, New Mexico, Ohio, Vermont, West Virginia, Wisconsin, Washington, D.C., and American Samoa. However, in regard to reimbursement, the majority of states and territorities (34) indicated that they reimburse their local school systems for the salaries of paraprofessionals.

TABLE III-3

REIMBURSEMENT AND CERTIFICATION

	Yes	No
Certification of paraprofessionals	9	42
Reimbursement for paraprofessional salaries	34	20

With the exception of Hawaii and Puerto Rico, all states and territories anticipated an increase in the utilization of paraprofessionals in programs for handicapped children.

TABLE III-4

ANTICIPATED UTILIZATION

Increased Utilization	Yes	No
States	47	1
Territories	4	1
District of Columbia	1	0

Although foreseeing an increase in the utilization of paraprofessionals, Kentucky's state director noted that increased use will be dependent on financial resources in the future. While Puerto Rico did not indicate any reasons for not anticipating an increased use in paraprofessionals in special education, Hawaii noted that a surplus of professionals in that state who are unable to attain employment in special education would limit increased use of paraprofessionals.

IV. Survey to Professional Organizations

Nineteen professional organizations (see Appendix D for listing) were contacted in order to determine their response to the following questions:

(1) what are paraprofessionals currently doing in educational programs for handicapped children;

(2) how will paraprofessionals be utilized in the next decade in special education; and

(3) what kind of training should paraprofessionals receive?

Of the 11 responses to the questionnaire (see Appendix B for a copy of the questionnaire), 8 organizations had specific answers to the questions asked and 3 organizations had either no specific information or referred to other sources of information. All additional sources of information (colleges, studies, persons) given by the respondents were followed up.

In regard to current utilization of paraprofessionals, the 8 organizations depicted paraprofessionals working in a wide variety of roles, often specific to a particular disability or to a particular section of the country. Two organizations concerned with the visually impaired reported that paraprofessionals were utilized as assistants to teachers or as houseparents. The use of paraprofessionals as houseparents was also cited by organizations for the deaf. In an extensive reply for the National Association for the Deaf, Albert Pimentel listed six areas within the field of deafness in which paraprofessionals were utilized: interpreters

for deaf people, community social service workers, teacher aides, recreation aides, adult education workers, and paraprofessionals who orient others to deafness. In reference to orthopedically handicapped children, the National Easter Seal Society for Crippled Children and Adults noted that paraprofessionals work both in special education programs and within the physical restoration programs. Although no statistical data or information is collected on paraprofessionals in that organization, it was felt that special education programs are quite dependent on paraprofessional personnel. Organizations dealing with the mentally retarded were aware of paraprofessionals being extensively used within public schools as well as under the auspices of departments of mental health in specific states.

The majority of the organizations predicted continued and increased utilization of paraprofessionals within special education. Citing the movement toward "normalization" with the mentally retarded, one organization predicted that by utilizing the community as the treatment milieu, opportunities for paraprofessionals should open in the positions of recreational instructor, group-home parent, occupational therapist assistant, and teacher aide. Another organization predicted not only an increased use, but also detailed four broad categories of teacher aides: assistant teacher, instructional aid, supervisional aide, and clerical aide. Finally, several organizations noted that the increased use of paraprofessionals will be dependent on the changes in state legislation, finances, and

the concept of teaching itself.

None of the respondents was definite as to whether paraprofessionals should be specialists or generalists. However, all respondents did emphasize a need for training and tended to lean toward a two-year training program. Some organizations were aware of community colleges which are currently training paraprofessionals. These colleges are listed in Appendix E.

Several of the respondents urged the need for flexibility in training designs as well as the need for care in evaluation of programs in the context of the particular situations in which they occurred. Specific comments by individuals answering these questions are presented in Appendix F.

V. Survey to Private and State Schools

Another phase of the investigation was a nine-item questionnaire sent to 600 private and state schools which had educational programs for the handicapped. The purpose of this instrument was twofold: to ascertain general information such as if paraprofessionals were used and for how long, and to learn what paraprofessionals did in the various programs.

Questionnaires were sent to facilities listed in the Porter Sargent Directory for Exceptional Children which had an educational staff of ten or more. The questionnaire attempted to gather the following information: (1) the number of paraprofessionals being used; (2) the length of time paraprofessionals had been used; (3) the activities paraprofessionals are engaged in; (4) the source of funding for paraprofessionals' salaries; and (5) an indication of the further need for paraprofessionals in special education. (See Appendix B for a copy of the questionnaire.)

Of the 600 questionnaires sent to private and state facilities serving the handicapped, 348 questionnaires were completed and returned. The returns showed a representative sampling of the listed handicaps.

TABLE V-1

HANDICAPPED POPULATIONS SERVED

Nature of Handicap	Number of Facilities*
Blind	80
Deaf	125
Emotionally Disturbed	131
Mentally Retarded	193
Orthopedically Handicapped	113
Speech Impaired	122
Learning Disabled	136

*The total exceeds the 348 responding facilities as many served several different groups of children.

The responses clearly indicated that paraprofessionals are presently being utilized in private and state facilities serving the handicapped. A total of 320 facilities (92 percent) were using paraprofessionals; 24 were not using them, and 4 did not answer the question.

TABLE V-2

UTILIZATION OF PARAPROFESSIONALS

Using Paraprofessionals	Number of Facilities
Yes	320
No	24
Question not answered	4

Moreover, the data indicates that over 80 percent of the facilities (259) have been employing paraprofessionals for more than 5 years.

TABLE V-3

LENGTH OF EMPLOYMENT

Length of Time Employing Paraprofessionals	Number of Facilities	Percentage
1 month - 1 year	7	2.0
2 - 4 years	50	14.4
5 - 7 years	80	23.0
8 - 10 years	62	17.8
Over 10 years	117	33.6
Question not answered	32	9.2

Further, over 50 percent (166) of the facilities employed more than 10 paraprofessionals in their educational programs for the handicapped.

TABLE V-4

PARAPROFESSIONALS PER FACILITY

Paraprofessionals Employed	Number of Facilities	Percentage
1 - 5	83	23.9
6 - 10	64	18.4
11 - 15	34	9.8
16 - 20	53	15.2
Over 20	79	22.7
Question not answered	35	10.0

Paraprofessionals were utilized in a full range of activities, most extensively in individual activities with children and outdoor activities.

TABLE V-5

ACTIVITIES OF PARAPROFESSIONALS

Nature of Use	Number of Facilities*	Percentage
Individual activities with children in classrooms	273	85.0
Outdoor activities	224	70.0
Lunch programs, rest periods, health needs	188	59.0
Clerical work	136	42.0
Audiovisual equipment	94	29.0

*The total exceeds the 348 responding facilities as many utilized paraprofessionals in more than one way.

In regard to sources of funding for paraprofessionals, the data summarized in Table V-6 shows that 135 facilities received federal funding, while 193 received state funding, 106 local funding, and 132 private funding.

TABLE V-6

FUNDING OF PARAPROFESSIONALS

Source of Funding	Number of Facilities*
Federal	135
State	193
Local	103
Private	132

*The total exceeds the 348 responding facilities as many received more than one form of funding.

When questioned on the need for paraprofessionals in the field of the handicapped, 320 facilities indicated a need for them and 8 indicated no need, while 20 did not answer the question.

TABLE V-7

NEED FOR PARAPROFESSIONALS

Need for Paraprofessionals	Number of Facilities
Yes	320
No	8
Question not answered	20

In specifying the capacities in which paraprofessionals should be utilized, directors of schools overwhelmingly indicated that paraprofessionals should serve as an integral part of the special education staff. Repeatedly, it was emphasized that with training, paraprofessionals could handle efficiently and effectively many classroom activities. In addition, many comments indicated that paraprofessionals are essential to providing individualized, effective educational programs as well as adding additional insights into the problems of handicapped children. Representative comments are listed in Appendix F.

VI. On-Site Visits

The final investigatory phase consisted of on-site visits to educational programs for the handicapped in seven states: California, Florida, Georgia, Minnesota, New York, Oregon, and Pennsylvania. On these visits, interviews were held with administrators, paraprofessionals, and teachers. In-class observations of the teaching teams were also conducted. Through direct observation of paraprofessionals working with handicapped children and through interviews, the following information was gathered: (1) the activities in which paraprofessionals are being used; (2) the type of training paraprofessionals receive; (3) the kind of training desired by administrators, teachers, and paraprofessionals; (4) the strengths and weaknesses of utilizing paraprofessionals; and (5) the hiring procedures, salaries, and qualities of the paraprofessionals.[5]

The on-site visits included all categories of handicapped children except the visually impaired.

The majority of the classes observed were self-contained classrooms. However, three observations were made of resource rooms which utilized paraprofessionals and two itinerant speech programs using paraprofessionals.

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[5]The visits were carried out by Hamilton Banks, Musette El-Mohammed, Mary Beth Fafard, Alan Gartner, Vivian Carter Jackson, and Ethel Mingo.

TABLE VI-1

HANDICAPPED CLASSES VISITED

Type of Handicapped Classes	Number of Classes Observed
Auditorily Impaired	6
Emotionally Disturbed	6
Learning Disabled	4
Mentally Retarded:	
TMR	10
EMR	5
Multiply Handicapped	3
Orthopedically Handicapped	5
Speech Impaired	2
Visually Impaired	0

In total, 91 persons were interviewed. Table VI-2 gives a breakdown of the number of people interviewed.

TABLE VI-2

ON-SITE INTERVIEWS

Person Interviewed	Number
Administrators	22
Special Education Teachers	22
Paraprofessionals	47

Observations were made of 67 paraprofessionals of whom 64 were women and 3 were men. Although two school systems reported that there were handicapped persons working for them, no one interviewed or observed working in special education education programs was handicapped.

DIRECT OBSERVATION

From direct observation of paraprofessionals working in special education programs, it was noted that paraprofessionals are most directly involved in activities which enrich the individualized instruction to handicapped children. As reported in Table VI-3, of the 67 paraprofessionals observed, 61 were viewed helping individual handicapped children with their school work, 55 helping a small group with school work, 47 working with small groups with specialized materials, and 47 assisting the teacher in instructional work.

TABLE VI-3

INSTRUCTIONAL UTILIZATION

Instructional Activities	Percentage of Paraprofessionals*
Helping individual handicapped child with school work	91.0
Helping a small group of handicapped children with school work	82.0
Assisting teacher in instructional work	70.0
Reading stories to children, playing games	67.0
Working with specialized materials	70.0
Initiating and carrying out a lesson	55.0

*The percentages exceed 100% since paraprofessionals were observed doing more than one activity during an observation.

Another area of activities in which paraprofessionals are utilized is in the physical care of handicapped children while in school. A majority of these observations were made in classes for the trainable mentally retarded, orthopedically handicapped, and multiply handicapped. Health needs such as toileting, grooming, or helping children dress were activities often delegated to paraprofessionals. Table VI-4 gives an indication of the number of times paraprofessionals were observed in these activities.

TABLE VI-4

PHYSICAL CARE UTILIZATION

Physical Care Activities	Percentage of Paraprofessionals*
Transporting children from room to room	46.0
Assisting children in health needs (toileting)	47.0
Supervising lavatory, bus duties, play yard, recess	61.0
Assisting children in grooming, clothing	34.0

*The percentages exceed 100% since paraprofessionals were observed doing more than one activity during an observation.

In addition, paraprofessionals were often observed involved in the daily activities of managing the classroom, operating equipment, or aiding the teacher in clerical duties. Although these

activities were observed in nearly all the school systems, it can be seen from Table VI-5 that paraprofessionals are not extensively used in these activities with the exception of preparing the room for the teacher and children. For example, only 10 paraprofessionals were observed working on clerical tasks, 8 running audiovisual equipment, and 19 assisting in bulletin board activities.

TABLE VI-5

DAILY CLASSROOM UTILIZATION

Daily Classroom Activities	Percentage of Paraprofessionals*
Clerical duties (attendance, correcting papers, etc.)	14.0
Running audiovisual equipment	11.0
Assisting on bulleting boards, materials, art	28.0
Supervising class when teacher leaves the room	34.0
Preparing and arranging room for teacher and children	56.0

*The percentages exceed 100% since paraprofessionals were observed doing more than one activity during an observation.

There were four activities in which paraprofessionals were rarely observed. Only two paraprofessionals were seen disciplining handicapped children; only three were observed working with a handicapped child in a regular room; six paraprofessionals were working with parents; and, finally, there was no observation of

paraprofessionals involved in a program of "Youth Tutoring Youth."

It had been of interest to observe paraprofessionals working with children who had been "mainstreamed." Although "mainstreaming" was taking place in many of the school systems, only one system used paraprofessionals.[6]

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[6]In another piece of work by the New Careers Training Laboratory, we found in the Waterbury (Vermont) public schools several instances where paraprofessionals, many of whom had worked in a special learning disabilities program, went into "regular" classes when these children were "mainstreamed."

INTERVIEWS

Interviews with administrative personnel revealed the following data:

(1) Paraprofessionals have been employed by school systems for 6.4 years (average).

(2) The average salary of paraprofessionals ranged from $2.00 to $3.60 hourly.

(3) Paraprofessionals did not receive a differential for working in special education programs.

(4) Paraprofessionals were hired through central school board personnel solicitation, volunteer programs, word-of-mouth, or special newspaper advertising.

(5) For the majority, evaluation of paraprofessionals was informal, consisting of either teacher feedback, periodic consultation, or observations.

In responding to a question regarding the qualities paraprofessionals should have, administrators were in general agreement that experience, flexibility, commitment, maturity, and being unafraid of children who were different were desirable qualities. Further, administrators noted that the greatest value in using paraprofessionals was the increased individualization of instruction for children. The only problems encountered by administrators were financial and communication problems between teachers and paraprofessionals.

With respect to training, the school systems visited either provided no training prior to hiring paraprofessionals, or some type of brief in-service training was offered. However, both

administrators and special education teachers interviewed felt some form of training should be provided. The type of training suggested included course work/training in the following: (1) orientation to various handicapped children; (2) behavior management; (3) human relations; (4) general methodology; (5) human growth and development; (6) specific skills necessary to work with a particular category of handicapped children; and (7) continued on-the-job training. Paraprofessionals interviewed felt that prior to employment, training should be given in human relations techniques, behavior management, and knowledge and information about handicapped children.

Interviews with 22 special education teachers resulted in the following information:

(1) The majority of teachers utilized paraprofessionals within instructional activities.

(2) The greatest strength in utilizing paraprofessionals was the increase of individualized instruction to children.

(3) With the exception of one teacher, no teachers interviewed had received training to increase their effectiveness in working with paraprofessionals.

(4) The majority of teachers provided informal feedback to paraprofessionals on their performance.

From the 47 paraprofessionals interviewed, the following information was obtained:

(1) Interest in working with handicapped children arose from a general interest in children or the need for employment.

(2) Average length of time working in special education was 2.6 years.

(3) All had a high school diploma and some had attended college.

(4) Lack of feedback on their work and lack of recognition were problem areas.

(5) All felt their salaries were inadequate given the nature and responsibilities attendant upon their positions.

VII. Summary of the Data

Research into the utilization of paraprofessionals in programs for handicapped children has resulted in the following information:

(1) Approximately 27,000 paraprofessionals are being used in special education programs in public schools.

(2) Approximately 4,000 paraprofessionals are used in private and large state facilities for the handicapped.

(3) The majority of states (42) do not certify paraprofessionals in special education.

(4) There is widespread federal and state reimbursement for paraprofessional services.

(5) All investigatory phases indicated an anticipated increase in the utilization of paraprofessionals.

From direct observation and information gathered in surveys, the following conclusions can be drawn:

(1) Paraprofessionals are primarily involved in activities which increase the individualized instruction to handicapped children.

(2) A second area of extensive use of paraprofessionals is meeting the physical needs of handicapped children who are severely handicapped.

(3) Paraprofessionals are minimally involved in clerical work, running audiovisual equipment, classroom care.

In regard to training, the investigatory phase yielded the following findings:

(1) With the exception of isolated programs, a majority of the paraprofessionals had no pre-service training and uncoordinated in-service training which was often optional and, at best, infrequent.

(2) The differentiated staffing pattern of a professional and a paraprofessional in one classroom was frequently the source of conflict in that the human aspect of two adults providing educational services, which were not clearly defined or sanctioned, led to misinterpretation by either or both parties.

(3) Very little training has been given to paraprofessionals or teachers of "regular" classrooms to enable them to receive handicapped children who are beginning to be "mainstreamed."

(4) Finally, a majority of the personnel interviewed, as well as persons contacted in surveys, indicated that paraprofessionals could be more effective in the program if training, both pre-service and on-the-job, were available.

CONCLUSION

The utilization of paraprofessionals in education programs for handicapped children seems to be wide, if thinly, spread. There appear to be no significant impediments to their expanded use; where they are used, the reception has been good.

To date, there has been little in the way of systematic utilization of paraprofessionals, carefully established job descriptions, organized training programs on a pre- or in-service program basis. While issues of the availability of funding are important, there is widespread recognition of and support for the expanded utilization of paraprofessionals and the need for training. For this to take place in the most sensible manner, those in institutional leadership positions--in the federal and state governments, the professional organizations, and the institutions of higher education--must give systematic and concerted attention to the field.

PART II

TRAINING DESIGNS

VIII. Introduction

As noted earlier, the recent trends in the education of the handicapped--the movement toward inclusion of all children regardless of their handicaps, the expansion of efforts to include a widening range of handicapped children in "mainstream" programs, and the continuing and growing emphasis on programs responsive to the individual child--have a direct and immediate impact on the recruitment, preparation, and utilization of personnel working with the handicapped. Clearly, attention to training and preparation of personnel is a necessity to insure the appropriate delivery of educational services to handicapped children.

The investigatory phase on the utilization and training of paraprofessionals revealed the following:

(1) The apparent lack of training received by paraprofessionals both prior to entering the classroom and while in the classroom.

(2) An emphasized need for training of paraprofessionals by professional organizations, private and state schools, administrators, special education teachers, and paraprofessionals themselves.

(3) Citations in the literature for the need for attention to be given to the training of paraprofessionals.

Thus, these findings and the demands for services for handicapped children serve as a basis for the development of formalized training programs to meet the needs of special education and handicapped children.

This section of the report focuses on the training of

paraprofessionals to work in education programs for handicapped children. Chapter IX reviews some general issues concerning training designs. This is followed by some proposed models that may serve as a base of reference for establishing training models for paraprofessionals and for teachers working with paraprofessionals. Chapter XI details a model career ladder and Chapter XII contains samples of task analyses on specific content areas of the special education curriculum. Appendix G contains descriptions of selected training programs.

IX. General Considerations: Who Should Deliver Training Services?

Two basic features should characterize training of any teaching staff. First, theoretical training cannot be separated from practical experience. And second, the mode of training must express the mode of practice sought; or, as the aphorism has it, "Teachers teach as they are taught, not as they are taught to teach." These principles are appropriate for the training of all levels of teaching staff. Indeed, as we see the various levels of teaching staff as part of a continuum, the principles are applicable whether one is training teachers or paraprofessionals.

A third general feature is for the curriculum to be grounded in the work to be done by those involved in teaching of children and the activities supportive of learning. Various efforts are underway to attempt to identify with precision the skills (competencies) necessary. While far from definitive, this effort to clarify the real skills required to teach is a positive step, moving, as it does, away from the "taking of courses" or the "development of attitudes" and toward definable and measurable behavior. The present state of the art does not allow for precise or exhaustive listing of all the competencies involved, to say nothing of the measures necessary to assess them. What can be done, however, is to identify the types of activities in which the teaching staff engages, and then design the training to develop competencies to perform these activities. Thus, training should be designed to

focus on the real skills needed to teach, combining theory and practice in a form which reflects the type of teaching sought; in short, an isomorphic design. In the field of special education, this is imperative in order to insure that appropriate services are delivered to handicapped children.

Modern training designs must avoid the limits of the academic classroom as the major mode of instruction and the prolonged character of on-the-job apprenticeship. Indeed, in an era in which accountability to the consumer becomes a central issue, the development of new kinds of training for the production of new kinds of services by new kinds of workers is on the agenda. The character of the service has to be defined more clearly--the school's personnel must deliver an effective product; the children must learn--there must be a rapid visible leap in their learning. Old methods cannot deliver this product; roles must redefined and reorganized; training must be directed toward fashioning new roles in a highly accelerated fashion.

New training designs will have to focus on the actual skills necessary, and allow for the gradual development of a repertory of skills and a background of experience in observation and practice. Some elements of such a design might be: (1) carefully structured observation of classrooms; (2) use of role play, simulation, etc. to test out and experiment with techniques and skills; (3) teaching in a controlled situation; and (4) taking on instructional responsibilities in a supervised situation.

In regard to paraprofessionals working with handicapped children, thought must be given as to who should deliver the training designs. Clearly, no one institutional form is more able than another. At present, two-year and four-year college programs as well as individual school districts are involved in the training of paraprofessionals to work in special education. Each has its own limitations when assuming the entire responsibility for training. What is needed is the development of models which allow participation in both the world of the classroom and the world of training. The basic locus of the training should be at the nexus between special education programs and higher education institutions. Such training designs require a much closer collaboration between school and training institution, a closeness that has been growing in a variety of ways and that needs to be accelerated. Institutional devices may need to be developed which allow for the movement of personnel from college to classroom and from classroom to college and from community to both and vise versa. The key to this kind of design is that the paraprofessional, at one and the same time, has the opportunity to be a student in the college classroom and a worker in a special education program. Thus the process of learning and direct application is an ongoing, immediate result of this form of design. One is not forced to store knowledge and skills to be used at a later time, but has the opportunity to apply theory immediately. An even more advantageous feature is the opportunity for the needs of the school education program to have input into

the training design.

For special education, this form of training has particular advantages. First, it immediately makes available to special education programs the needed personnel to perform the increasingly responsible roles, and allows for increasing individualization of learning for handicapped children. Secondly, training of this type leads to the development of competencies and organization of personnel for a more precise form of instruction and delivery of services to handicapped children. Finally, for both special education programs and institutions of higher education, this form of training encourages the development of a relationship which should lead to more effective training systems and designs for educational personnel leading to the more effective and powerful learning of handicapped children. The flow of information from the classroom to the college should allow for an increased updating and defining of the necessary competencies needed to teach handicapped children.

Further, the investigatory phase of the research on paraprofessionals in special education revealed that special education teachers had little preparation in the effective utilization of paraprofessionals. This type of training design should present an opportunity for the professional and the paraprofessional to learn from each other. New models should build-in time for the paraprofessional and the special education teacher to meet together, to plan, to allow the paraprofessional to discuss with the special

education teacher the bases and reasons for using particular techniques, procedures, and practices. Indeed, special education teachers should have an opportunity to participate in training with paraprofessionals and/or engage in some form of in-service program that would increase their knowledge of the roles, techniques, and effective use of paraprofessionals.

Hopefully, in the development of models for training paraprofessionals to work in programs for handicapped children, numerous ideas and techniques will be explored, encouraged, and attempted. The field of special education encompasses a wide variety of children who often demand a variety of specialized knowledge and techniques. Although all educational programs have some shared basic ingredients, one may discover that the skills needed to work with severely and multiply handicapped children may differ from those needed to work with emotionally disturbed children. Thus, the training models for paraprofessionals will have to be flexible, of a wide variety, and innovative to meet the needs of the field of special education. The following are not meant to serve as the sole models for training, but should serve as a frame of reference from which experimentation, adaptation, and revisions may take place.

X. Training Models

The needs of special education and the findings on the activities in which paraprofessionals are mostly engaged suggest the following possibilities of job roles or titles:

(1) Special Education Instructional Assistant: a person who assists a special education teacher in instructional tasks to a range of handicapped children who are either in special classes or in "mainstream" educational programs.

(2) "Handicapped" Instructional Assistant: a person who gives instructional assistance to a special education teacher of a particular group of handicapped children; i.e., Deaf Instructional Assistant, TMR Instructional Assistant.

(3) Special Education Technician: a person who is responsible for a specialized area of the special education curriculum to a particular group of handicapped children or to a variety of handicapped children, either in special classes or in "mainstream" education.

(4) Special Education Multi-Media Technician: a person who maintains, operates, catalogs, and demonstrates multi-media and specialized materials to special education programs or in schools where special education personnel are utilized.

(5) Special Education Observer and Tester: a person who carries out observations on handicapped children and conducts tests on children for special education teachers.

(6) Special Education Communication Assistant: a person who is responsible for maintaining community relations, talking with parents, demonstrating materials to teachers in cooperation with the special education teacher.

(7) Special Education Physical and Health Care Aide: a person who provides assistance to the health and physical care of handicapped children within the school system; also may assume some responsibility for hygiene, dressing, self-care skills, and some physical activities.

In training paraprofessionals in special education, it is important to recognize that training is dependent on the skills necessary to successfully carry out the requirements of each job description. Although a general curriculum may be designed to satisfy the common elements in the field, a different emphasis will have to be stressed for different job roles. For example, the paraprofessional hired as a Special Education Multi-Media Technician will need specialized knowledge and training in media and materials for the handicapped, while a paraprofessional hired as an Instructional Assistant to the Deaf will need a strong emphasis on methods of instruction pertinent to the education of deaf children.

The types of training designs utilized will be influenced by the resources, needs, and often the locality of the existing special education program. Demands such as (1) the need for paraprofessionals to be trained within a short period of time for immediate employment; (2) lack of institutions of higher education to supply training; or (3) the need for a school district or agency to provide all the training will require a model of training that will meet such demands. The availability of institutions of higher education interested in training paraprofessionals in special education will create a different form of training.

The first model to be discussed could be conducted by a school district or by an agency interested in training. Following this model, a proposed model that could be implemented jointly by an

institution of higher education and a school district is presented. The details of a course of training for special education teachers is then outlined. Finally a model of training is described that could be employed in the training of paraprofessionals to work with severely/multiply handicapped children.

1. Training Model for School Districts and Agencies

The elements of a training program that would meet the previously mentioned demands would include the following:

(1) training done in a two- to three-week time span prior to service;

(2) on-the-job training provided within the special education program; and

(3) regular in-service training in the form of workshops and seminars during the school year.

The pre-service training could be scheduled either two to three weeks prior to the beginning of the school year or two to three weeks prior to the beginning of service if the situation demands employment in the middle of the school year. In-service training given during the year could be provided by a number of options: (1) one-day released time weekly; (2) weekend workshops monthly; (3) morning, afternoon, or evening time; (4) one week off every seven weeks; (5) two to three days monthly. The selection of any one schedule or the creation of a different schedule will depend on the school district, agencies, and personnel involved. Incentives such as paid released time and/or credits toward a salary increase may be utilized to encourage the participation of the paraprofessional and other interested personnel in the in-service program. Also, by arranging workshops toward different jobs, mobility from job to job may be provided.

The delivery of the instruction in the various knowledge

areas could be accomplished by a number of options: (1) personnel from the special education department within the school district; (2) professionals from an outside agency who specialize in training; (3) college personnel; (4) a prepared package of courses; and (5) a video-tape of the instruction shown to the trainees via television terminals.

The following core curriculum is designed to encompass some of the broad, general skills needed by most paraprofessionals working with the handicapped. Along with the common core, optional courses/skill areas are presented in order to show the variety of courses that might be pursued to meet the need in the various job roles. A grid is provided of the job roles with the specific curriculum necessary to master each. The selection of any one sequence of courses would depend on the needs of the special education program and the desires and interests of the trainees. A list of of workshops is also provided to indicate the possible range of in-service training.

PROPOSED CURRICULUM SEQUENCE

CORE AREA	TECHNIQUES FOR TRAINING	OPTIONS TO CORE AREA
I. OVERVIEW OF EXCEPTIONAL CHILDREN Core emphasis: nature and needs of exceptional children Objective: identify characteristics and needs of exceptional children 3-4 days	Simulation, demonstration, role playing, micro-teaching, film, modeling	I a. NATURE AND NEEDS OF (SPECIFIC) HANDICAPPED Core emphasis: nature and needs of a specific type of handicap and its relevance to education Objective: identify characteristics and needs of the studies handicapped child
II. GROUP PROCESS AND RELATIONS Core emphasis: techniques for successful interpersonal relationships, understanding of roles and expectations Objective: encourage and foster successful team work among personnel 2-3 days	Role playing, simulation, modeling, brainstorming, problem solving, micro-teaching, films, video-tapes, observation	

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PROPOSED CURRICULUM SEQUENCE (continued)

CORE AREA	TECHNIQUES FOR TRAINING	OPTIONS TO CORE AREA
III. CLASSROOM MANAGEMENT AND TECHNIQUES Core emphasis: techniques for managing classroom organization, enhancing learning Objective: to be able to hold children's attention during instruction 2-3 days	Lecture; films; visits to agencies, school classrooms for the handicapped; discussions; observations of video-tapes; readings	III a. TESTS AND TESTING TECHNIQUES FOR THE HANDICAPPED Core emphasis: overview of tests and techniques for testing handicapped children Objective: to give specific tests accurately III b. COMMUNICATION TECHNIQUES Core emphasis: techniques of community speaking, workshop techniques Objective: to be able to communicate with groups of people III c. CLERICAL SKILLS Core emphasis: techniques of filing, cataloging, maintaining records, test data, etc. Objective: to maintain accurate data on material, equipment, etc.

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PROPOSED CURRICULUM SEQUENCE (continued)

CORE AREA	TECHNIQUES FOR TRAINING	OPTIONS TO CORE AREA
IV. MATERIALS, METHODS, AND MEDIA FOR THE HANDICAPPED Core emphasis: an overview of specialized materials utilized in the education of handicapped children and techniques employed during instruction Objective: demonstrate and model correct use of materials, equipment, and media for the handicapped 3-4 days	Role playing, simulation, brainstorming, discussion, problem solving	IV a. INSTRUCTIONAL TECHNIQUES UTILIZED WITH HANDICAPPED CHILDREN Core emphasis: overview of instructional techniques that have been successfully utilized with handicapped children Objective: identify and use a variety of instructional techniques with handicapped children IV b. OBSERVATION TECHNIQUES Core emphasis: skills of observation and taking specific behavioral data on handicapped children Objective: observe and record behavior of handicapped children accurately IV c. AUDIOVISUAL EQUIPMENT UTILIZED WITH HANDICAPPED CHILDREN Core emphasis: operational techniques of using video equipment, overhead projectors, cameras, etc. Objective: operate and maintain audiovisual equipment IV d. "SPECIALIZED" TECHNIQUES IN INSTRUCTION OF HANDICAPPED CHILDREN Core emphasis: a specialized program is demonstrated and explained for instruction by paraprofessionals Objective: instruct the lessons of a specialized program IV e. PROSTHETIC DEVICES AND HEALTH AIDES FOR THE HANDICAPPED Core emphasis: operational techniques of health equipment and materials for the handicapped Objective: operate and maintain health equipment

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SUGGESTED WORKSHOPS FOR IN-SERVICE TRAINING

1. Nature and Needs of a Specific Handicapped Child
2. Medication and its Effect on Children
3. Legal Aspects of Special Education
4. Specialized Curriculum Areas
   a. reading techniques
   b. math techniques
   c. self-care skills
5. Physical Activities for Handicapped Children
6. Perceptual Training for the Handicapped
7. Counseling Handicapped Children
8. Arts and Crafts for Handicapped Children
9. Video-tape Equipment and Other Audiovisual Devices
10. Sexuality and the Handicapped Child
11. Diagnostic Techniques
12. Youth-Tutoring-Youth Programs
13. Behavior Modification Techniques
14. Remedial Reading Techniques for the Handicapped
15. Vocational Opportunities for the Handicapped
16. Sign Language
17. Orientation to School Systems
18. Specific Tests for the Handicapped
19. Outdoor Education for the Handicapped
20. Outdoor Education for the Handicapped
21. Design of Materials for the Handicapped
22. Braille Technique
23. Travel Training for the Handicapped
24. Working with Parents of Handicapped Children
25. Community Resources for the Handicapped
26. Issues in Special Education
27. Rehabilitation and Special Education
28. Films on the Handicapped
29. Computer-Assisted Instruction for the Handicapped
30. Neurological Aspects of Disabilities of Children
31. History of Paraprofessionals in Special Education
32. "Engineered Classrooms"
33. Speech Problems of the Handicapped
34. Language Problems of the Handicapped
35. Bulletin Boards
36. Nutrition and Cooking for the Handicapped
37. Resource Room Approach and the Paraprofessional
38. Institutions and the Handicapped Child
39. Psychotherapy and the Handicapped Child
40. DISTAR
41. Monterey Language Program
42. Frostig Perceptual Program
43. Commercial Materials for the Handicapped (Teaching Resources, DLM, etc.)
44. Speech Training for the Deaf
45. Prosthetic Devices for the Handicapped
46. Field Trips: Organization and Planning for the Handicapped
47. Self-Care Skills for Multiply Handicapped
48. Glaser Techniques for the Handicapped
49. Task Analysis
50. Observational Techniques

JOB TITLE	SUGGESTED CORE AREAS	SUGGESTED WORKSHOPS
1. Special Education Instructional Assistant	I, II, III, IV	4,6,8,11,13,14,17,20,21,26,29, 31,32,33,34,40,41,42,43,44,46, 48,49,50
2. Handicapped Instructional Assistant	Ia, II, III, IV	4,5,6,8,11,13,14,15,16,19,21, 22,23,29,31,32,33,34,36,40,41. 42,43,44,45,47,48,49,50
3. Special Education Technician	I, II, III, IVa or IVd	4,5,6,8,9,11,12,13,14,16,17, 19,20,21,33,23,29,31,33,34,35, 36,37,40,41,42,43,44,47,48,49,50
4. Special Education Multi-Media Technician	I, II, III, IVc	8,9,17,21,28,29,31,35,37,40,41, 42,43,50
5. Special Education Observer and Tester	I, II, IIIa, IIIc, IVb	1,2,11,13,17,18,31,33,34,50
6. Special Education Communication Assistant	I, II, IIIb, IV	2,3,7,10,13,15,17,23,24,25,26, 27,31,37,38,48,50
7. Special Education Physical and Health Care Aide	I, II, III, IVe, or Ia	2,3,10,17,30,31,35,37,45,46, 47,50

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2. Training Model for Institutions of Higher Education and School Districts

The following model could be implemented through the co-operation of an institution of higher education and a public school special education program. The public school education program would be able to provide much of the on-the-job training while the institution of higher education could provide the training curriculum. Both agencies could provide input into the style of teaching of the entire program as well as keeping the competencies relevant to the needs of the special education program.

Training time may be executed in a number of ways: (1) release time from the work program in order to obtain the necessary training; (2) evening and afternoon training classes on completion of on-the-job training; (3) special seminars and workshops established through vacation and summer sessions; or (4) a schedule of alternating training with on-the-job training for a specific number of weeks. The type of schedule would depend on the agencies involved, the needs of the trainees, and the location and resources of the community.

This model would emphasize the following features:

(1) A human relations component emphasizing a team-teaching approach with specific training in techniques for successful cooperation in the classroom. While examining the roles and role expectations of both the paraprofessional and professional, techniques for successful interpersonal relationships--including one-to-one, small group, and large group formats--will be utilized.

(2) A strong emphasis on technical skill training and techniques in special education will define the role of the paraprofessional as a special education technician, able to offer assistance to other paraprofessionals and professionals.

(3) Internships available in major areas: Mental Retardation (both EMR and TMR), Physically Handicapped, Emotionally Disturbed, Learning Disabilities, and Severely/Multiply Handicapped. Whenever possible, different special education arrangements will be utilized to give the trainee a variety of experiences.

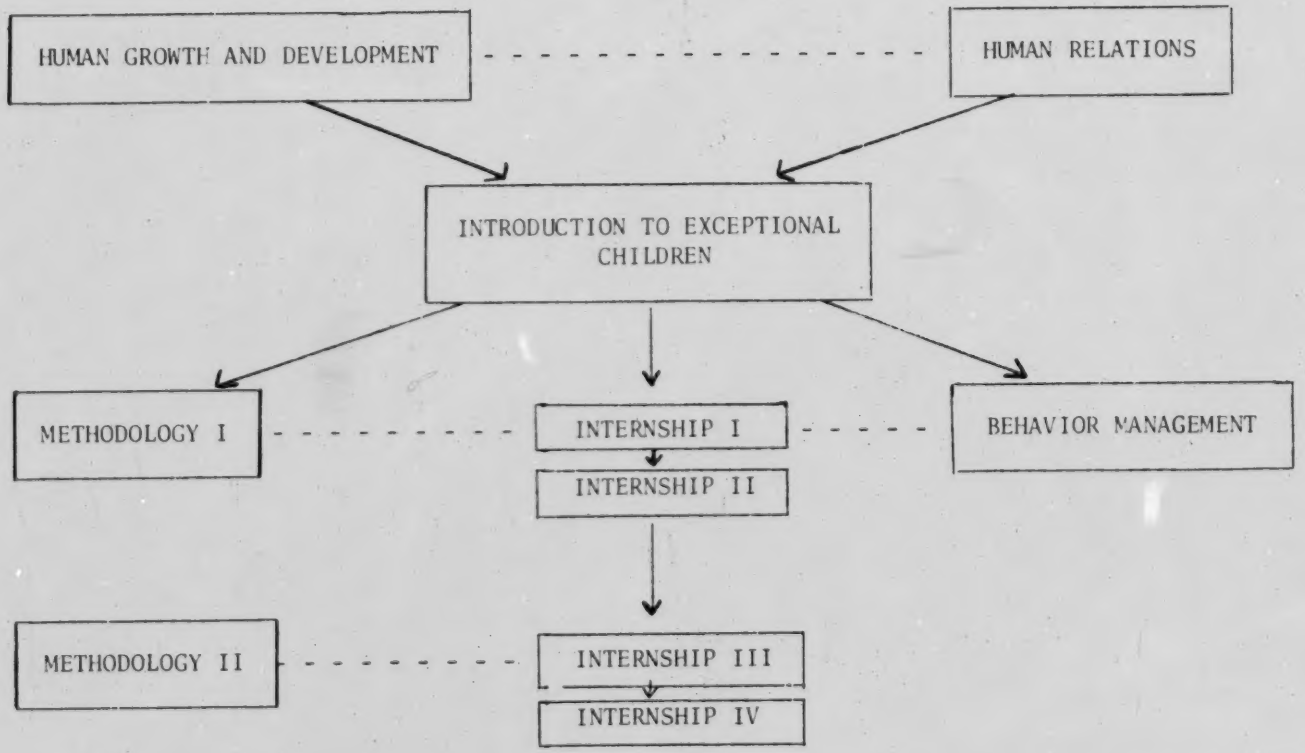
(4) Instruction in the form of module clusters designed to enable the trainee to complete basic liberal arts requirement while at the same time completing requirements necessary for the special education technician. This feature could conceivably reduce the traditional four-year Bachelor of Science degree to three years with no loss in content or emphasis. This point should be reiterated as it coincides with recent findings from four-year institutions of higher education which indicate that today's student is less interested in the liberal arts as such, and is demanding more job-related course work.

PROPOSED CURRICULUM SEQUENCE

	COURSE TITLE	CORE EMPHASIS	ADDITIONAL OPTIONAL LIBERAL ARTS
I.	HUMAN GROWTH AND DEVELOPMENT	Motor, intellectual, social, and emotional development	1. Biology: modules focus on human growth
II.	INTRODUCTION TO EXCEPTIONAL CHILDREN	Survey of major handicaps, etiology, socio-cultural, educational, and diagnostic	1. History: treatment, longitudinal case studies 2. Biology: treatment, including medication, etc.
III.	HUMAN RELATIONS	Interpersonal relations, group dynamics, clinical observation of behavior; specific sociometry for various special education arrangements	1. English composition 2. Scientific report writing 3. Expository writing
IV.	METHODOLOGY	Techniques of teaching to specifically handicapped populations; core skills of language arts, reading, mathematics, arts and crafts, use of prosthetic devices	1. Additional writing skills practice, i.e., lesson plans 2. Philosophy of teaching styles
V.	CLASSROOM MANAGEMENT	Behavior modification techniques; environmental awareness to the classroom; sociometry techniques for management; emphasis on classroom management in a variety of instructional arrangements	
VI.	INTERNSHIP	Provision of supervised services in the following handicapped areas: EMR, TMR, Severely/Multiply Handicapped, Physically Handicapped, Emotionally Disturbed, Learning Disabilities in a variety of instructional arrangements	

MODEL OF CURRICULUM SEQUENCE

START



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HUMAN GROWTH AND DEVELOPMENT

(a study of child development from conception to adolescence)

OBJECTIVES/ACTIVITIES	CONDITIONS/METHODS OF ACHIEVINC OBJECTIVES	EVALUATION
1. student will be able to define child development and discuss basic concepts	Where - in classroom setting When - 1-3 initial class meetings How - lectures and readings	1. participation in group evaluation procedure, including written paper
2. student will be able to describe and distinguish between major developmentalists: Gesell, Hall, Piaget, Kagan, Bayley, Mussen, Bloom, Bruner, Gagne, Erikson	Where - in classroom setting and observations When - over a period of 8 initial meetings (90 minutes or more) How - lectures, readings, observations in: hospitals, nursery schools/day care centers, elementary schools	1. paper and pencil test with score of 75% or better 2. role playing characteristics of selected child using one developmentalist (in classroom) 3. completion of observation report from field visits
3. student will be able to accurately describe the growth and development of one child between the ages of 6 months and 5 years over a period of four months	Where - in any of the above observation sites When - simultaneously with 8-week lectures How - observation periods of one hour weekly; interviews with parents/teachers; consultation with instructor	1. completion of student log using format specified by instructor 2. oral reports and sharing of findings in class
4. student will be able to accurately describe the growth and development of one child between the ages of 10 and 15 over a period of four months	Where - in classroom setting and observations When - over a period of last 8 meetings How - lectures, readings, and observations in public/private schools, group settings, or agencies	1. completion of student log using format specified by instructor 2. oral report of findings to class
5. student will be able to identify 4 or more developmental characteristics and guidance techniques in these developmental stages: prenatal, infant, toddler, preschool, school-aged (including elementary and secondary)	Where - in classroom setting and field observations When - in conjunction with objectives 2, 3, and 4 How - observations of films, selected readings, observations in hospitals, nurseries, schools, etc.	1. completion of written report using format specified by instructor

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HUMAN GROWTH AND DEVELOPMENT (continued)

OBJECTIVES/ACTIVITIES	CONDITIONS/METHODS OF ACHIEVING OBJECTIVES	EVALUATION
*6. student will be able to use basic laboratory equipment, i.e., microscope, slides, etc., in simple lab experiments	Where - in classroom and science laboratory When - 2-5 classroom periods How - lectures, visual aids (films, film strips, use of animal models in lab, selected readings from lab workbook)	1. student will set up laboratory experiment for demonstration of use 2. student will describe equipment use to satisfaction of assistant in lab
*7. student will be able to write report of laboratory experiments	Where - in lab or on own When - within 1 week of lab experiment How - using format provided by instructor	1. completion of lab report including accurate description of experimental tools used and results
8. student will be able to accurately describe the physical development of the fetus and the birth process	Where - in lab and classroom setting When - 2-5 classroom periods How - lectures, films, film strips, selected readings, animal experiments	1. paper and pencil test 2. completion of animal experiments with written description of findings
9. student will be able to describe major developmental characteristics of school-aged children, puberty, and adolescence	Where - classroom setting When - last 8 weeks How - field observations, lectures, films	1. written report using prescribed format
10. student will be able to describe such terms as juvenile delinquency, deviant behavior, special education, and therapy in developmental terms	Where - classroom and field setting When - last 8 weeks How - field observations, lectures, and films	1. development of log according to format of instructor

*to be selected by students wishing to fulfill liberal arts requirements

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INTRODUCTION TO EXCEPTIONAL CHILDREN

(introduction to handicapped children, causes, and remediation)

OBJECTIVES/ACTIVITES	CONDITIONS/METHODS OF ACHIEVING OBJECTIVES	EVALUATION
1. student will be able to describe a minimum of 10 characteristics for the following handicaps: EMR, TMR, profoundly retarded	Where - classroom setting, field observation When - initial 3-week period How - lectures, films, observation (field observations to include visits to training facilities where children with specified handicaped are placed)	1. paper and pencil test with 75% or better correct answers 2. completion of notebook with major characteristics described in chart form 3. oral report of one type of handicap with 90% accuracy
2. student will be able to explain in writing or orally the basic causes of the above handicaps	Where - in classroom setting When - initial 3-week period How - lectures, films, and selected readings	1. oral report of one type of handicap with 90% accuracy 2. completion of notebook listing major causes of handicap accurately
3. student will be able to describe basic educational techniques employed in the training of the above handicapped childrer	Where - classroom and field observation When - initial 3-week period How - classroom demonstrations by instructor and observations in schools; films	1. oral report on one type of educational approach to one type of handicap 2. completion of notebook listing education techniques (2 per handicap) used in general instruction
4. student will be able to describe basic diagnostic tests used to determine retardation and its extent or degree	Where - classroom and observation settings When - initial 3-week period How - lectures, demonstrations, selected readings	1. oral report on one basic diagnostic tool used to ascertain one type of retardation 2. completion of notebook containing additional tests used to determine retardation

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INTRODUCTION TO EXCEPTIONAL CHILDREN (continued)

OBJECTIVES/ACTIVITIES	CONDITIONS/METHODS OF ACHIEVING OBJECTIVES	EVALUATION
5. student will be able to describe a minimum of 10 characteristics for the following handicaps: palsy, muscular dystrophy, and other neurological impairments	Where - classroom and observations When - second 3-week period How - lectures, readings, and observations	1. paper and pencil test with 75% or better correct answers 2. completion of notebook with major characteristics described in chart form 3. oral report of one type of neurological impairment with 90% accuracy and using format provided by instructor
6 student will be able to explain in writing or orally the basic causes of the neurological impairments	Where - in classroom setting When - second 3-week period How - lectures, film, and selected readings	1. oral report of causes of one type of neurological impairment 2. completion of notebook which includes chart of the major causes of neurological impairment
7. student will be able to describe basic educational techniques employed in the training of neurologically impaired children	Where - classroom and observation settings When - second 3-week period How - classroom demonstrations by instructor and observations in schools; films	1. student will demonstrate in role play situation 1 technique used in an instructional setting with children who are neurologically impaired 2. completion of notebook to include descriptions of basic educational techniques for this type of handicap
8. student will be able to describe a minimum of 10 characteristics of children who are autistic, emotionally disturbed, or learning disabled	Where - classroom and observation settings When - third 3-week period How - lectures, films, observations, and selected readings	1. paper and pencil test with 75% or better correct answers 2. completion of notebook which includes a chart of the major characteristics of students who have been identified by the labels autistic, emotionally disturbed, or learning disabled

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INTRODUCTION TO EXCEPTIONAL CHILDREN (continued)

OBJECTIVES/ACTIVITIES	CONDITIONS/METHODS OF ACHIEVING OBJECTIVES	EVALUATION
9. student will be able to explain in writing or orally the causes of the above handicaps	Where - in classroom setting When - third 3-week period How - lectures, films, selected readings	1. oral report or paper and pencil test with 90% accuracy 2. completion of notebook including list of causes
10. student will be able to describe basic educational techniques employed in the training of the above handicapped children	Where - classroom and field observation When - third 3-week period How - classroom demonstrations by instructor, observations in schools, selected readings, films	1. student will demonstrate in a role play situation one technique applicable to one handicap 2. completion of notebook which includes a summary of basic techniques
11. student will be able to describe basic diagnostic tests used to determine the existence of the above handicaps	Where - in classroom and observation settings When - third 3-week period How - lectures, demonstrations, selected readings	1. oral report on one basic diagnostic tool used to ascertain the handicap 2. completion of notebook which includes a survey of diagnostic tests and their uses
12. student will be able to describe basic characteristics of hearing and sight disabled children	Where - in classroom setting When - fourth 3-week period How - lectures, films, selected readings	1. completion of notebook which includes detailed chart
13. student will be able to describe basic educational techniques used in classrooms with children having these handicaps	Where - in classroom setting and observation When - fourth 3-week period How - classroom demonstrations, observations, films	1. student will demonstrate in class one technique used with children with a sight or hearing handicap

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INTRODUCTION TO EXCEPTIONAL CHILDREN (continued)

OBJECTIVES/ACTIVITIES	CONDITIONS/METHODS OF ACHIEVING OBJECTIVES	EVALUATION
14. student will be able to compare and contrast learning behavior of children who are labelled handicapped and those who are considered "not exceptional"	Where - in classroom setting When - fifth 3-week period How - lectures, demonstrations, classroom discussion	1. compilation of notebook/handbook of all areas of handicaps under study, omitting none; detailed chart of characteristics, remediation techniques or educational techniques; comparison of all areas with children who are not labelled handicapped
15. student will be able to describe techniques and devices used in orthopedic class situations	Where - in classroom setting When - fifth three-week period How - lectures and demonstrations	1. paper and pencil test 2. role play one situation using correct procedure for one type of prosthetic device
*16. student will be able to describe in writing major trends in special education, citing its history in schools, both private and public	Where - classroom and home assignments When - throughout 16-week period How - lectures, selected readings	1. completion of "term paper"

*to be selected by students wishing to fulfill liberal arts requirements

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BEHAVIOR MANAGEMENT

OBJECTIVES/ACTIVITIES	CONDITIONS/METHODS OF ACHIEVING OBJECTIVES	EVALUATION
1. student will be able to describe and discuss behavior as it relates to CULTURE, SOCIAL LEARNING, PHYSIOLOGICAL CAUSES, PSYCHOLOGICAL CAUSES, AND ENVIRONMENTAL ORIGINS	Where - in classroom setting and internship When - throughout two 8-week segments How - selected readings, demonstrations, films	1. written test or paper with minimum score of 75%
2. student will be able to discuss and implement intervention strategies as indicated by the above behavior sources	Where - in classroom setting and internship When - over 16-week period How - selected readings, discussions, demonstrations in class	1. given a set of behaviors, student will correctly assess and implement through role play or written examination
3. student will be able to observe and identify characteristics of behavior in children with whom he works in the internship	Where - in classroom setting When - during an 8-week period How - observation, discussion, consultation with cooperating teacher	1. to the satisfaction of the instructor and teacher by oral or written presentation
4. student will be able to select one student within an 8-week period to observe and intervene in dysfunctional behavior characteristics	Where - in internship When - during an 8-week period How - observation, discussion with teacher, design of plan and feedback mechanisms	1. development of behavior chart, techniques, and results

*selected reading list to be provided

INTERNSHIP

I. Classes of mentally retarded; choice of EMR, TMR, Profoundly handicapped.

II. Classes of physically handicapped; choice of orthopedic, hearing, or sight loss.

III. Classes of emotionally disturbed, learning disabled.

IV. Classes designated "regular" which have handicapped children.

General Objectives

1. Student will be able to describe the curriculum of a specific classroom designed for children with specific handicaps. Student will describe curriculum in terms of:

   a. the handicap, and

   b. specific educational techniques indicated in the various curriculum areas.

2. Student will be able to design and implement a program for teaching one child one specific task over a period of three weeks.

3. Student will be able to demonstrate skills in joint teacher/technician planning for a two-week period.

4. Student will be able to assist the teacher in the development and implementation of specific tasks for small groups of children.

3. Training Model for Special Education Teachers to Work Effectively with Paraprofessionals

In order to delegate responsibilities and increase the optimum amount of individualization of instruction to handicapped children, it is recommended that special education teachers engage in some training in order that paraprofessional services are utilized effectively.

On field visits to special education programs, it was noted that special education teachers had not received any training and/or courses that aided them in working with paraprofessionals. Often the tasks of on-the-job training, supervision, communication are delegated to the special education teachers in the training of paraprofessionals; it seems appropriate, therefore, to provide teachers with training that would enhance their skills in providing paraprofessionals with necessary training.

The provision of training could be done in a variety of ways: (1) instituted within the curriculum of the special education pre-service program at the university or college level; (2) as part of an in-service training program in a school district; or (3) as a special workshop, seminar, or summer institute. Ideally, the training of special education teachers should be provided simultaneously with the training of paraprofessionals.

The following objectives should be achieved in the training:

(1) Knowledge of the use of paraprofessionals in education and special education.

(2) Ability to use task analytic techniques to define classroom tasks and needs.

(3) Ability to utilize communication skills to achieve good interpersonal relationships.

(4) Ability to effectively use team planning for delivery of services to children.

(5) Ability to provide on-the-job training.

(6) Ability to supervise and delegate responsibilities.

These objectives could be achieved in a 15-week college course and/or an intensive 3-week in-service training program; or in scheduled workshops, seminars, and afternoon programs.

Detailed description of each objective is provided as a guideline to instructors or trainers in ways to achieve each objective. However, it should be noted that creativity of individual trainers should enhance and enrich any guideline.

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PROPOSED CURRICULUM

CORE AREA	TECHNIQUES FOR TRAINING	CRITERIA FOR EVALUATION
I. HISTORY OF PARAPROFESSIONALS		
Knowledge of the historical use of paraprofessionals in special education and in general education in order to provide: 1. a background into what has been done with paraprofessional service 2. a framework from which to pinpoint new services that could be provided 3. a resource from which to draw information Approximately 2 classes	1. lecture 2. small groups research the literature 3. individual readings 4. guest speakers who are familiar with the paraprofessional movement 5. individual presentations on particular subjects in the paraprofessional movement 6. films 7. field visits to sites which have been using paraprofessionals	1. demonstrates knowledge on a test 2. demonstrates knowledge in response to verbal questions 3. relates several uses in oral presentations 4. uses information to predict future uses 5. applies information to current situation
II. TASK ANALYSIS		
Use of task analysis techniques to provide: 1. a method by which to pinpoint needs in the classroom 2. a device by which to delegate responsibilities to paraprofessionals 3 classes	1. lecture to explain the technique 2. experts to provide training in task analysis 3. break into small groups and work on problems to be task analyzed 4. brainstorm for activities on which the entire group may work on task analysis 5. individuals present an activity which the group works on together 6. pinpoint the needs in their individual classes of handicapped children and task analyze activities 7. simulate activities from a variety of handicapped classes on which class provides a task analysis of activities	1. given an activity, can task analyze it 2. demonstrates skill on a written test 3. submits a task analysis of activities in individual situations in special classes 4. delegates from task analysis of an activity the role a variety of personnel can play in achieving the activity

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PROPOSED CURRICULUM (continued)

CORE AREA	TECHNIQUES FOR TRAINING	CRITERIA FOR EVALUATION
III. COMMUNICATION SKILLS		
Use of communication skills to provide: 1. ability to delegate responsibility in a manner which shows understanding for the person one is working with 2. openness for sharing and team planning 2-3 classes	1. role playing paraprofessionals and teachers in classroom situations 2. brainstorming in small groups on problems and ways to solve them 3. lecture 4. guest paraprofessionals to explain some of the communication problems that exist 5. readings in literature that deal with interpersonal relationships between teachers and paraprofessionals 6. observations of paraprofessionals to gain insight into activities and communications in the classroom 7. simulated situations 8. groups of paraprofessionals and teachers work on common problem, noting communication skills needed to achieve task	1. demonstrates knowledge on a test 2. given a situation, is able to facilitate communication to achieve a task 3. demonstrates in role play an ability to communicate needs
IV. ON-THE-JOB TRAINING		
Provide on-the-job training of paraprofessionals to facilitate service provided to handicapped children 3 classes	1. lecture/formal lesson provided training 2. small groups work on ways to instruct a variety of tasks 3. given an activity, demonstrate ways to teach task to another person in group 4. role play simulated classroom situations in which training would take place 5. brainstorm as a group on variety of schedules in classroom providing training 6. paraprofessionals and teachers work together on simulated tasks to show training 7. breakdown of a class schedule to provide training	1. demonstrates the ability to teach a task to another person 2. demonstrates knowledge on a written test

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PROPOSED CURRICULUM (continued)

CORE AREA	TECHNIQUES FOR TRAINING	CRITERIA FOR EVALUATION
V. SUPERVISION OF PARAPROFESSIONALS		
Supervise paraprofessionals' activities and delegate responsibilities to paraprofessionals in order to provide ongoing means to improve skills and services to children. 3 classes	1. lecture on variety of supervisory methods and techniques 2. observe on field visits paraprofessional working and outline suggestions on which improvements could be made 3. video-tapes of given situations in which groups offer feedback and suggestions for improvement 4. role-play simulated situations in which teachers supervise activities of another 5. given a list of activities, delegate responsibilities to individuals 6. panel of paraprofessionals discuss their needs for supervision and training 7. brainstorm on ways to make suggestions, delegate authority 8. small groups role play situations while group acts as supervisors	1. demonstrates knowledge on a test 2. given a situation, can supervise the person working, offering suggestions and constructive feedback 3. given a list of activities, can delegate responsibilities to individuals

D. Training Model for Severely Handicapped

With the "right to education" extended to all children, public schools will be providing education to severely handicapped children. At present, the type of curriculum and skills to be taught severely handicapped children has not been fully determined. Indeed, the total efforts of highly skilled personnel will be needed to plan innovative, instructive, and meaningful programs to meet the needs of severely handicapped children. The competencies needed by personnel to work with these children are presently being determined. Since both curricula for children and teaching personnel are still in the planning stages, the initial training of personnel will possibly be on-the-spot, particular to the abilities of the children involved, and in need of constant reevaluation. One can foresee that as the curriculum emerges, a more formal training program could be developed that would have a similar format to the previously discussed models. The focus of the training, then, would be on the determined skills and needs of the severely handicapped. However, at the present time, with these skills still undetermined in many situations, training will evolve along with the emerging needs of the children. The following training model is designed for a small special education program that needs skilled paraprofessionals to work individually with severely handicapped children in a program that is new and with a full curriculum yet to be established.

This training model has the following features

(1) It involves complete cooperation among all teaching personnel.

(2) It constantly undergoes reassessment and reevaluation.

(3) It is on-the-job and immediate to a given situation.

The training staff includes the special education teachers; the paraprofessionals to be employed; and a trainer who is affiliated with an institution of higher education, an agency involved in training, or the school district.

The scheduled time for training is the first three weeks of the program's existence. Training takes place in the following three ways: (1) one hour before the school day begins; (2) during the school day; and (3) one hour after the close of the school day. Following this initial three-week schedule, monthly seminars or workshops can be used as forms of in-service training to increase the skills of the personnel. However, the initial training should help to encourage a form of team planning that could be conducted throughout the school year between the special education teachers and the paraprofessionals.

The training model consists of the following two components:

(1) Two-day Orientation and Planning phase.

(2) Fifteen-day intensive on-the-job stage.

The two-day Orientation phase has the following objectives:

(1) To establish teaching teams of paraprofessionals and special education teachers.

(2) To acquaint all participants with the format of the training.

(3) To provide an overview of the children and their needs.

(4) To explain some basic teaching techniques such as modeling, demonstration, direct instruction.

(5) To establish roles and role expectations.

(6) To establish basic human relations and communication skills between the teaching teams.

The fifteen-day on-the-job training stage, which consists of one-hour pre-work time or work time or one-hour post-work time, has the following objectives:

(1) To demonstrate the effectiveness of the teaching teams.

(2) To provide constant feedback to teams on effectiveness of instruction.

(3) To demonstrate the activities to be donducted each day.

(4) To establish the skills needed to be taught to the individual child.

The basic format of the training explained during orientation is that each teaching team will have the assistance of the trainer in providing technical and observational feedback on the activities conducted daily in the classroom with the children. Each hour prior to the beginning of the school day, the special education teacher

and the paraprofessional will plan the activities of the day, dividing the activities between them. Once this is established, the trainer or the special education teacher will demonstrate a program or an activity that is to be done that day. Paraprofessionals and special education teachers will in turn have an opportunity to demonstrate the ability to instruct the particular task. Following this time, the trainer will observe each teaching team during the school day, taking data on the effectiveness of the teaching instruction. At the end of the on-the-job time, teaching teams and trainers will meet for one hour to share their feelings and evaluations of the day's activities, noting ways for improvement and skills needed to be taught. At this time, the trainer will provide observational feedback made during that day. This program will continue for a fifteen-day period.

Hopefully, this established program could then continue without a trainer. The teaching teams could continue the joint planning of activities, on a daily or weekly basis, and provide time for reevaluation and reassessment of skills needed. A trainer may be utilized later to conduct monthly workshops for in-service training.

XI. Career Ladder

The following is an example of the way training, skills in specific activities, and college courses can be placed on a gradient to implement a career advancement plan for paraprofessionals in special education. The career ladder shows the steps to be taken from Special Education Assistant to the final stage of Special Education Teacher. A few activities were selected to demonstrate the hierarchy of skills needed in moving up the career ladder. One should keep in mind that these activities are only a small representation of the activities that would be required by the paraprofessional on the job. Indeed, as more job descriptions are formed, more specific career ladders can be designed to show mobility.

CAREER LADDER

for

PARAPROFESSIONALS IN SPECIAL EDUCATION

CAREER LADDER STEP I

Job Title: SPECIAL EDUCATION ASSISTANT

Entry Requirements:

Applicant must have previous experience as a teacher aide to a regular teacher and in-service training consisting of 1 course in Introduction to Exceptional Children and 1 course in Classroom/ Behavior Management.

General Requirements:

The Special Education Assistant provides assistance to the special education teacher in the areas of instruction, recreation, classroom organization and maintenance, record keeping, physical care of children, and home/community relations. All activities are performed at the direction and under the supervision of the special education teacher. The Special Education Assistant assumes responsibility for maximum participation in the academic and training program which is integral to the goal of improving the quality of education.

Specific Description of Duties:

1. Assist the classroom teaching by reviewing and reinforcing lessons initiated by the classroom teacher with individual and small groups of children. Typical activities might include:

    -- reading stories aloud
    -- counting of objects
    -- reinforcing recognition of the sounds of letters, etc.

2. Prepare instructional materials and assist in the setting up, operation, and maintenance of various instructional equipment and aids. Typical activities might include:

    -- operating a ditto machine
    -- preparing a health corner, mini-library, art center
    -- setting up gross motor equipment

SPECIAL EDUCATION ASSISTANT (cont'd.)

3. Assist the teacher in necessary clerical work, e.g., daily attendance book, pupil records, anecdotal histories, office records.

4. Participate in weekly and long-range planning with the teacher on specific programs for individual children. Such planning may include:

   -- observation of particular children in a specific area
   -- activities in a particular sensory and/or perceptual area for a particular child/children
   -- utilizing particular talents for the benefit of instruction of children

5. Supervise a small group of children or an individual child in a specialized program while the teacher works with another child or a group of children. This may include:

   -- particular activities of Stern math program
   -- gross motor exercises
   -- tape recording of reading

6. Assist in implementing classroom routines such as storing materials and aids.

7. Maintain open communication with parents of children and other residents and personnel in schools.

8. Perform other related duties as required at the request of the classroom teacher.

Supervisory Control:

The Special Education Assistant is directly responsible to the classroom teacher for the conduct and implementation of the above activities. The Special Education Supervisor and/or principal of the school have ultimate responsibility for the conduct and implementation of all activities of a school program.

SPECIAL EDUCATION ASSISTANT (cont'd.)

Evaluation Criteria:

Evaluation should be based on direct observation, conferences, and written summaries. A school district could possibly draw up a formal evaluation form or leave the written summary to the teacher. The evaluation should be done by the teacher, supervisor, and principal, if possible. Progress should be given weekly and a formal written summary quarterly.

Advancement Criteria:

Advancement to the position of SPECIAL EDUCATION ASSOCIATE is dependent on the following:

-- 1 year of in-service training
-- 1 year of accredited college work
-- 1 semester of supervised work in a special classroom
-- demonstrated commitment, empathy, and expertise in working with children.

CAREER LADDER STEP II

Job Title: SPECIAL EDUCATION ASSOCIATE

Entry Requirements:

Applicant must have 1 year of in-service training of which one semester must be in a special classroom. Also, 1 year of accredited college work with a major in special education.

General Requirements:

The Special Education Associate, while providing assistance to the special education teacher in the areas of instruction, although joint planning with the special education teacher also performs activities independently with children.

Specific Description of Duties:

1. Assist the classroom teacher by reviewing and reinforcing lessons initiated by the classroom teacher with individual and small groups of children.

2. Participate in weekly, daily, and long-range planning with the teacher on specific programs for individual children. Planning determines aspects of the program that can be carried out independently.

3. Instruct a small group of children or an individual child in a particular lesson outlined by the special education teacher, or in a particular specialized program (i.e., lesson in Distar, SRA, etc.). Examples of such activities are:

   -- initiate and instruct in an art lesson
   -- conduct a formal lesson in Stern math, SRA
   -- work on a self-care skill with a child

4. Assist the special education teacher in a resource room model in the delivery of educational instructional services to handicapped children who have been "mainstreamed."

5. Design instructional materials that could be included in particular individual programs of handicapped children. Examples would include games, ditto sheets, stories.

SPECIAL EDUCATION ASSOCIATE (cont'd.)

6. Demonstrate to parents of handicapped children activities that can be done with their children at home.

7. Maintain communication with parents of children and other residents and personnel in schools.

8. Perform other related duties as required at the request of the classroom teacher.

Supervisory Control :

The Special Education Associate is directly responsible to the special education teacher for the conduct and implementation of the above activities. The director of special education and/or principal of the school/district have the ultimate responsibility for the conduct and implementation of all activities of a school program.

Evaluation Criteria :

Evaluation should be based on direct observation, conferences, and written summaries. A formal evaluation could be utilized to assess the skills and performance of the Special Education Associate. The evaluation should be done by the teacher, supervisory, and/or principal. Progress should be given weekly and a formal summary quarterly.

Advancement Criteria :

Advancement to the position of SPECIAL EDUCATION TECHNICIAN is dependent on the following:

-- 2 years of in-service training
-- 2 years of accredited college work or an Associate Degree in special education
-- demonstrated commitment, empathy, and expertise i working with handicapped children.

CAREER LADDER STEP III

Job Title: SPECIAL EDUCATION TECHNICIAN

Entry Requirements:

Applicant must have an Associate degree in special education or two years of college work. In addition, two years of in-service training, one of which must have been in a special class with handicapped children.

General Requirements:

The Special Education Technician works and plans jointly with the special education teacher; designs and instructs independently; but receives technical assistance from the special education teacher. The Special Education Technician is responsible for taking part in seminars and special demonstrations that will further the attainment of skills in special education.

Specific Description of Duties:

1. Plan individual programs for handicapped children specified by the special education teacher in a particular instructional area.

2. Select a particular area of the curriculum and assume responsibility for the instruction of that area to children in the class.

3. Assist the special education teacher in conducting workshops and seminars in special education for regular teachers, parents, and other personnel.

4. Participate in special workshops and seminars that will lead to the attainment of skills in a specialized area (i.e., Monterey Language Program, Distar, Peabody Language Program).

5. Plan and design the instructional program for children in the class with the special education teacher on a weekly and long-range basis.

6. Demonstrate activities to parents of handicapped children that could be carried out at home.

7. Attend and participate in conferences and meetings on progress of individual children.

8. Deliver instructional services to handicapped children who have been "mainstreamed."

SPECIAL EDUCATION TECHNICIAN (cont'd.)

Supervisory Control:

The Special Education Technician is under the supervision of the special education teacher and the supervisor of special education. Ultimately, all instruction of handicapped children comes under the responsibility of the director of special education and/or the principal of the school.

Evaluation Criteria:

A written formal evaluation provided by the supervisor of special education and the special education teacher. At weekly planning meetings informal evaluation should take place as well.

Advancement Criteria:

Advancement to the position of SPECIAL EDUCATION INTERN is dependent on the following:

- 3 years of in-service training
- 3 years of accredited college work, or an Associate Degree in special education plus 1 year of college work
- demonstrated commitment, empathy, and expertise in working with handicapped children.

CAREER LADDER STEP IV

Job Title: SPECIAL EDUCATION INTERN

Entry Requirements:

Applicant must have three years of college work and two years of in-service training, two of which must have been in special education.

General Requirements:

The Special Education Intern is responsible for designing a unit of instruction and instructing a group of children or the entire class of children. All technical assistance and final approval of program planned for handicapped children is obtained from the special education teacher. The Special Education Intern is responsible for taking part in seminars and special demonstrations that will further the attainment of skills in special education.

Specific Description of Duties:

1. Design and instruct a unit of instruction for a group or entire class of handicapped children. Program receives approval from special education teacher.

2. Assist the special education teacher in conducting workshops and seminars in special education for regular teachers, parents, and other personnel.

3. Participate in and attend conferences, team meetings, and school functions on handicapped children.

4. Conduct progress meetings with parents of handicapped children.

5. Deliver instructional services to handicapped children who have been "mainstreamed." Design the unit of instruction for these children with final approval from special education teacher.

6. Give in-service instruction to paraprofessionals interested in special education programs.

7. Attend special seminars that will lead to the attainment of skills in a specialized area (e.g., Monterey Language Program, Distar, Peabody Language Program).

SPECIAL EDUCATION INTERN (cont'd.)

Supervisory Control :

The Special Education Intern is directly responsible to the special education teacher and/or the special education director or supervisor.

Evaluation Criteria :

A formal, written evaluation should be done once a month. The evaluation should be based on direct observation of teaching performance, attendance at meetings, and participation in seminars.

Advancement Criteria:

Advancement to the position of SPECIAL EDUCATION TEACHER is dependent on the following:

-- 4 years of in-service training
-- a college degree and a Master's Degree in special education.

CAREER LADDER STEP V

Job Title: SPECIAL EDUCATION TEACHER

Entry Requirements:

Applicant must have a Bachelor's Degree and a Master's Degree in special education.

General Requirements:

The Special Education Teacher assumes responsibility for the special education program to which she/he is assigned.

XII. Task Analysis

The following activities are a small sample of the activities that take place in an educational program for handicapped children. A task analysis was done to provide an example of the kind of breakdown in staff patterning that can take place to provide the handicapped child with the most extensive services. In doing this type of task analysis, the viewpoint kept in mind was the idea of "mainstreaming" handicapped children into regular classrooms, as well as consideration of handicapped children in self-contained special classrooms.

It is hoped that this sample will provide a model from which task analyses can be conducted for specific situations.

TASK ANALYSIS CHARTS

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ACTIVITY	CONDITIONS	CRITERIA	PRIMARY SKILLS	RELATED KNOWLEDGE
GROSS MOTOR DEVELOPMENT FOR HANDICAPPED* CHILDREN: the development and awareness of large muscle activity. Exercises in the following: Rolling Sitting Crawling Walking Running Throwing Jumping Skipping Self-Identification Body Localization and Abstraction Muscular Strength General Physical Health *Handicapped Children meaning: Mentally Retarded Emotionally Disturbed Minimally Brain Dysfunction/ Learning Disability Visually Handicapped Hearing Impaired	Where in the gym in the playground in a large free area of the classroom outdoors in the home When daily according to the child's needs and classroom routine How 1. set up necessary equipment for the specific exercise 2. check child/children for proper attire for exercise 3. demonstrate exercise 4. give specific instructions to child/ children. Ex., for rolling: "Lie down on mat, with your feet together and hands over your head. Roll over slowly to the right. Roll back to the left." 5. allow ample time to attempt exercise 6. observe child; note errors; give instructions for correcting errors 7. repeat exercise Who Special Education Teacher (resource to paraprofessional of special education, regular teacher, regular paraprofessional) Paraprofessional of Special Education (resource to regular paraprofessional and regular teacher)	Who Special Education Teacher is responsible for evaluation. 1. demonstrate exercise accurately 2. direct exercise clearly and slowly 3. set up equipment correctly 4. use equipment properly and with discretion 5. check child for proper attire 6. maintain accurate notes on child's progress 7. recognize child's errors in doing activity 8. demonstrate a responsiveness to child's level of attention, fatigue, frustration tolerance 9. exhibit sensitivity to child's handicap and level of comprehension of the exercise	Speak clearly and well Read and write Physically capable of doing exercises Know equipment and how to use it	1. knowledge of gross motor development in children: a. sequence b. relation to classroom activity c. relation to overall development of child 2. knowledge of gross motor development in handicapped children: a. sequence b. relation to classroom activity c. relation to overall development of child 3. knowledge of handicapped child's needs: a. the handicap and its significance to gross motor development b. social c. psychological d. physical e. educational f. environmental g. parental 4. knowledge of the history of the handicapped child 5. observation technique 6. knowledge of special programs in gross motor development training designed for handicapped children 7. knowledge of tests available to determine level of abilities in gross motor development 8. knowledge of medical and educational terminology as it deals with gross motor development of handicapped children 9. able to run videotape equipment and other audiovisual equipment that might be utilized during exercise 10. able to organize exercise and use materials effectively

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DESIRABLE SKILLS	REGULAR TEACHER	SP.ED.TEACHER	PARAPROFESSIONAL OF SP. ED.	PARAPROFESSIONAL (entry level)
1. relate well with children 2. patience and flexibility 3. exercise good judgment as to child's needs 4. pleasant and enthusiastic 5. imaginative in use of equipment 6. extend and adapt exercise to meet child's needs 7. able to set up a climate conducive to learning	Must know 1. gross motor development in children 2. how to do each exercise 3. observation techniques 4. history of the handicapped child and his needs 5. gross motor development in handicapped children Must be able to 1. determine handicapped child in need of specialized help 2. refer to sp.ed. teacher and/or sp. ed. paraprofessional child in need of specialized help 3. observe and note quality of exercise 4. organize time, materials, exercise effectively	Resource personnel who should have: all primary skills all related skills all desirable skills	Must know 1. gross motor development in handicapped children 2. needs of handicapped child 3. observation techniques 4. specialized material, equipment for gross motor development Must be able to 1. set up equipment 2. demonstrate and instruct exercise 3. organize time, materials, and exercise effectively 4. note errors in child's attempt at exercise 5. maintain accurate notes on child's progress 6. run video-tape and other audio-visual equipment utilized in gross motor development exercise 7. work with regular teacher and special education teacher in effective programs of gross motor development for handicapped children	At entry level should have: all primary skills

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ACTIVITY	CONDITIONS	CRITERIA	PRIMARY SKILLS	RELATED KNOWLEDGE
SELF-CARE PROGRAM FOR HANDICAPPED CHILDREN:* training and development in caring for one's self which includes activities in the following: Dressing Feeding Cleansing Grooming Nutrition Social Manners *Handicapped Children meaning: Trainable Mentally Retarded Emotionally Disturbed Orthopedically Handicapped Visually Impaired Auditorily Impaired Severely Handicapped This program would be given to those handicapped children who are in need of this level of training	Where in a quiet, private area of classroom in the home in areas of the community when appropriate in the school nurse's office in home economics class (when/if available) When daily according to child's needs and classroom routine How 1. set up necessary equipment for specific activity 2. demonstrate, role play, formal lesson, game situation, play situation, party situation 3. give specific directions to child 4. speak clearly and slowly 5. allow ample time to attempt activity 6. observe and note child's behavior and progress 7. encourage acceptable behavior Who Special Education Teacher (resource to regular reacher, paraprofessional of special education, and regular paraprofessional) Paraprofessional of Special Education (resource to regular teacher and regular paraprofessional)	Who Special Education Teacher is responsible for evaluation. 1. demonstrate activity accurately 2. direct exercise clearly and slowly 3. set up equipment properly and with discretion 4. maintain accurate notes on child's progress 5. recognize child's errors in doing activity 6. demonstrate a responsiveness to child's level of attention, fatigue, frustration tolerance 7. use best technique for activity 8. give supportive encouragement to child on his progress 9. exhibit sensitivity to child's handicap and level of comprehension of the exercise	Speak clearly and well Communicate with children Read and write Aware of self-care skills	1. knowledge of self-care program a. goals b. relationship to classroom activities c. purpose for the child 2. knowledge of handicapped child's needs a. social b. psychological c. physical d. educational e. parental f. environmental 3. observation technique 4. knowledge of the community and home 5. knowledge of special testing programs designed to measure social maturity and level of self-care of handicapped children 6. knowledge of specialized programs and materials put out by commercial companies for handicapped children 7. knowledge of child's case history 8. knowledge of psychological terminology as it applies to child's social development and behavior 9. organize time, lesson, etc. effectively 10. able to run videotape and other audio-visual equipment

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DESIRABLE SKILLS	REGULAR TEACHER	SP.ED.TEACHER	PARAPROFESSIONAL OF SP. ED.	PARAPROFESSIONAL (entry level)
1. relate well with children 2. patience and flexibility 3. exercise good judgment as to child's needs 4. pleasant and enthusiastic 5. imaginative and adaptive in use of materials 6. able to set up a climate conducive to learning	Must know 1. self-care skills in children 2. observation techniques 3. history of the handicapped child 4. how to do activities Must be able to 1. determine handicapped child in need of specialized help 2. refer to sp.ed. teacher and or sp.ed. paraprofessional child in need of specialized help 3. observe and note quality of exercise 4. organize time, materials, exercise effectively 5. confer with parents on child's progress and activities to do at home	Resource personnel who should have: all primary skills all related skills all desirable skills	Must know 1. self-care activities for handicapped children 2. needs of handicapped child 3. observation techniques 4. specialized material, equipment for self-care activities 5. role-play techniques 6. community and surrounding environment Must be able to 1. select and set up appropriate equipment 2. demonstrate and instruct activity 3. organize time, materials, and exercise effectively 4. note errors in child's attempts 5. maintain accurate notes on child's progress 6. run video-tape and other audiovisual equipment utilized in self-care activities 7. use variety of techniques, materials for self-care training 8. work with regular teacher and special education teacher in effective programs of self-care for handicapped children	At entry level should have: all primary skills

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ACTIVITY	CONDITIONS	CRITERIA	PRIMARY SKILLS	RELATED KNOWLEDGE
SOCIAL SKILLS PROGRAM FOR HANDICAPPED CHILDREN: training and developing of social skills which include activities that result in the following: 1. getting along with one's peers 2. adjusting to school and community 3. assuming personal and social responsibilities 4. assuming responsibilities in the home *Handicapped Children meaning: Educable Mentally Retarded Learning Disabled Visually Impaired Auditorily Impaired Speech Impaired Emotionally Disturbed Orthopedically Impaired	Where in the classroom in the home in designated areas of the school in designated areas of the community When daily according to child's needs How 1. individually or small group 2. formal lesson, role play, demonstrate, game situation, play situation, films, discussions, buddy system, Youth-Tutoring-Youth, class project, stories, home project, assigned classroom and home duties, spontaneous happening, trip, party situation, parent consultation 3. select method, set up necessary equipment for activity 4. give specific directions to child 5. speak clearly and slowly 6. allow ample time to attempt the activity 7. observe and note child's behavior and progress 8. encourage acceptable behavior Who Special Education Teacher (resource to regular teacher, paraprofessional of special education, and regular paraprofessional) Paraprofessional of Special Education (resource to regular teacher and regular paraprofessional) Parent of the Handicapped Child Youth in the School and Community	Who Special Education Teacher is responsible for evaluation 1. demonstrate activity accurately 2. direct exercise clearly and slowly 3. set up equipment properly and with discretion 4. select best technique for activity 5. maintain accurate notes on child's errors in doing the activity 6. recognize child's errors in doing the activity 7. demonstrate a responsiveness to child's level of attention, fatigue, frustration, tolerance 8. give supportive encouragement to child on his progress 9. exhibit sensitivity to child's handicap and level of comprehension of the exercise	Speak clearly and well Communicate with children Read and write Aware of social skills	1. knowledge of social skills program a. goals b. relationship t classroom activitie c. purpose for the child 2. knowledge of the handicapped child's needs a. social b. psychological c. physical d. educational e. educational e. parental f. environmental 3. observation techniq 4. knowledge of the ho and community 5. knowledge of specia testing programs de signed to measure social skills and maturity of handicapped children 6. knowledge of specia ized programs and materials put out b commercial companie for handicapped children 7. knowledge of child' case history 8. knowledge of psycho logical terminology as it applies to child's social development and behavior 9. organize time, less etc. 10. able to run video- tape and other audi visual equipment 11. consulting techniqu 12. knowledge of progra design 13. knowledge of test design 14. knowledge of Youth- Tutoring-Youth mode 15. knowledge of group process and group techniques 16. knowledge of social development in children

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DESIRABLE SKILLS	REGULAR TEACHER	SP.ED. TEACHER	PARAPROFESSIONAL OF SP. ED.	PARAPROFESSIONAL (entry level)
1. relate well with children 2. patience and flexibility 3. exercise good judgment as to child's needs 4. pleasant and enthusiastic 5. imaginative and adaptive in use of materials, techniques 6. able to set up a climate conducive to learning	Must know 1. social development in children 2. social skills 3. history of the handicapped child 4. consultation techniques 5. how to do activities Must be able to 1. determine handicapped child in need of specialized help 2. refer to sp.ed. teacher and/or sp.ed. paraprofessional child in need of specialized help 3. observe and note quality of exercise 4. organize time, materials, exercises effectively 5. confer with parents on child's progress and activities to do at home 6. work with paraprofessionals and sp.ed. teacher in effective programs for handicapped children	Resource personnel who should have: all primary skills all related skills all desirable skills	Must know 1. social skill activities for handicapped children 2. needs of handicapped child 3. observation techniques 4. specialized material, equipment for social skill activities 5. role-play techniques, group techniques 6. community and surrounding environment Must be able to 1. select and set up appropriate equipment 2. demonstrate and instruct activity 3. organize time, materials, and exercise effectively 4. note errors in child's attempts 5. maintain accurate notes on child's progress 6. run video-tape and other audiovisual equipment utilized in social skills 7. work with regular teacher and special education teacher in effective programs of social skills for handicapped children 8. set up a Youth-Tutoring-Youth program 9. confer with parents	At entry level should have: all primary skills

APPENDIXES

APPENDIX A

1. References Cited in Text of Report

2. Annotated Bibliography Provided by the CEC Information Center on Exceptional Children/an ERIC Clearinghouse

I. References

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Fitch, M. et al. Concerns of Some Semiprofessionals Working in Professionals Directed Programs. Exceptional Children 37(1971):587-591.

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Study Conference on the Utilization of Teacher Time. Report.

Terrell, D., Spencer, A., McWilliams, ., and Cowen, E. Description and Evaluation of Group-Work Training for Nonprofessional Aides in a School Mental Health Program. Psychology in the Schools 9(1972):70-75.

2. Annotated Bibliography Provided by the CEC Information Center on Exceptional Children/An ERIC Clearinghouse

A National Mental Retardation Manpower Model. National Institute on Mental Retardation, Toronto, Ontario, Canada. Canadian Association for the Mentally Retarded, Toronto, Ontario, Canada.

The report of the task force established by the Canadian National Institute on Mental Retardation concerns a comprehensive planning and organization program for training personnel, especially associate professionals, in the field of mental retardation to provide a more effective utilization of manpower. Summarized are results of surveys of existing training programs available for professionals, associate professionals, and volunteer personnel, including preschool, home care, residential, and occupational-vocational training programs. A training curriculum for associate professionals at four diploma levels is detailed. Improved methods for utilizing all personnel in the field of mental retardation and allied developmental handicaps are recommended, as is a pattern of implementation indicating the specific roles and responsibilities of local, provincial, and national agencies and institutions. A total of 38 recommendations related to manpower training and utilization are presented. (KW)

A Program for the Training of Paraprofessionals. Woods Schools, Langhorne, Pennsylvania 19047.

Briefly described is the Woods-Bucks training program--cosponsored by Pennsylvania's private residential school, the Woods Schools, and a junior college, Bucks County Community College--a 42-week course in the training of paraprofessionals as nurse's aides, teacher aides, child care workers, and recreation aides in the mental health field. Of the original group of fifteen, eight trainees successfully completed the course. The program's 30-hour work week consists of 4 hours of academic instruction and 26 hours of practicum. Trainees are paid a monthly stipend. Examined briefly are program organization, publicity, recruitment, orientation, evaluation, curriculum, and the three phases of training. (CB)

Alpiner, Jerome G., and others. The Utilization of Supportive Personnel in Speech Correction in the Public Schools: A Pilot Project.

A pilot project on the use of aides to assist speech clinicians in public schools is reviewed. The training program, activities performed by aides, and evaluation of the aides are described. Conclusions drawn by the speech clinicians and school administration are outlined. (CD)

Balow, Bruce. Teachers for the Handicapped.

Lack of highly skilled teachers and related educational personnel for teaching the handicapped is examined. In view of the U.S. Commissioner of Education's expressed national commitment to assure adequate education for all handicapped children by 1980, a recent survey finds that less than half of the U.S. school districts now provide specialized programs for handicapped children. It is pointed out that in order to fulfill the national commitment, 200,000 additional teachers of the handicapped are needed immediately. Although special education needs are shown to increase faster than federal monies, representative results of grant programming by the Bureau of Education for the Handicapped are mentioned as evidence that advances are being made in improving quality of teachers, in using more efficient and more effective training models, and in reaching handicapped persons not served previously. The absence of coordinated planning between state education agencies and institutions of higher education is cited as a reason for the existing lack of sufficient special education teachers. It is also pointed out that limited attention goes to manpower preparation for the most seriously handicapped children. Potential manpower sources are suggested and finally, special support services for handicapped children in regular classrooms are thought to be more beneficial in the long run than traditional segregated classes. (CB)

Berryman, Doris L. Unemployed Young Adults: A Manpower Resource for Therapeutic Recreation. Journal of Rehabilitation 34 (March-April 1968):11-13.

A six-month program to train unemployed or underemployed young adults as aides to professional therapeutic recreational personnel consisted of development of skills and on-the-job training. Three groups of 25 trainees participated. Criteria for trainee selection were an interest in working with disabled people and a high school diploma or certificate or the willingness to work for one. The

training program avoided the traditional classroom atmosphere, utilizing question-answer and role-playing sessions, lectures, seminars, and demonstrations. Class content was basically the same for all three groups and the sessions covered record-keeping, leadership, and the development of language and recreation skills. Of the trainees, 85 percent completed the course and 58 percent were subsequently employed. Nine percent entered college or vocational training. One problem of the program was failure to provide a thorough initial physical examination for trainees, including indicated medical and psychological care. Because of difficulty in establishing jobs with real career opportunities, the training program was discontinued until a job analysis could be implemented. (JM)

Bradtke, Louise M., and others. Staff Training in an Institutional Setting. Sunland Training Center, Miami, Florida; Texas University, Austin; Department of Special Education, Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Described is a preservice training program for staff members working with young, multiply handicapped, profoundly or severely mentally retarded children in an institutional setting. The training program, which emphasizes concrete and practical experiences, is intended to develop appropriate attitudes and technical competencies of both professional and nonprofessional staff members. Goals include studying the children to see how they function in relation to themselves, to others, to stimuli, and to activities; and to develop staff proficiency in such activities as recording behaviors, writing observations, designing materials, and writing activity cards. The five-week schedule of training activities is detailed. Also included is an employee performance evaluation form. (KW)

Braunstein, Muriel Sue. Communication Aide: A Pilot Project. Language, Speech, and Hearing Services in Schools 3(July 1972):32-35.

Reported are the experiences of a speech clinician in developing and implementing a communication aide program on a pilot basis. The necessary qualifications, training, and duties of the paraprofessional aide are described. The aide was used supplementary to, and supervised by, the speech clinician to help alleviate a heavy caseload in the public schools. The communication aide is seen as a means of enhancing public school speech therapy and providing a chance to expand, without diluting, the quality of services of the speech clinician. (KW)

Broadbent, Frank W., and Meehan, D. Roger. An Evaluation of Simulation as an Approach to Assisting Elementary Teachers to Identify Children with Learning Disabilities and Utilize Ancillary Personnel in Initiating Remediation Programs Within Their Classrooms. Final Report. Syracuse University, New York. Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Investigated was use of an instructional simulation model with elementary classroom teachers to identify learning disabled children, to utilize effectively ancillary personnel, and to initiate remediation programs in the classrooms. Teachers participating in the model were said to view children on videotape in many school settings, review academic achievement by studying records, select course of action on preprogrammed materials, receive immediate feedback as reinforcement, study commercial instructional materials, and plan remedial programs for two learning disabled children. Two evaluation instruments developed were an opinionnaire and a set of three microsimulated situations. The simulation model was tested by seventeen persons in a small elementary school. Results of the opinionnaire indicated that the model was successful and could serve as inservice training. Analysis of microsimulator showed significant difference between means of control and experimental groups, and two of three subtests showed significant differences in favor of the experimental groups. It was concluded that the simulation workshop did improve teacher observational skills needed to recognize learning disabilities and to formulate remedial programs. (CB)

Cordori, Carol A., and Cowles, John T. The Problem of Selecting Adults for a Child Care Training Program--A Descriptive and Methodological Study. Child Care Quarterly 1(Fall 1971): 47-55.

Informal admission criteria of interest and socially agreeable personality traits arrived at during interviews were found to be more indicative of future success than were traditional academic measures and experience with children for the 99 adult students enrolled in a program designed to train child care workers to a preprofessional level. Student interest in the program was found to be assured without formal selection tests. Low student dropout rate and satisfactory placement of graduates were interpreted to reflect a program success. (CB)

Cowen, Emory L. Emergent Directions in School Mental Health. School Psychology Digest 1(Summer 1972):23-29.

Described are the development and operation of the primary mental health project in Rochester, New York, a long-range program in early detection and prevention of school maladaptation. Beginning in 1958, early work in the project involved the development of new techniques for early identification of school maladaptation and of a program of early secondary prevention in which the professional fulfilled an educative, resource, and consultative function rather than providing one-to-one clinical services for crises. Mothers were recruited and trained to serve as nonprofessional child-aides with primary grade students referred by teachers as evidencing emotional and behavior problems. The project was extended from the demonstration phase to cover eleven schools. Also described briefly are the training and roles of project personnel and some of the research components and problems. (KW)

Cowen, Emory L., and others. Utilization of a Nonprofessional Child-Aide School Mental Health Program.

Fifty-five women were given focused, time-limited training for work as child-aides with ineffectively functioning primary grade school children. During the first three-month program period, aides saw 329 children, 9 percent of the primary grade enrollment of the participating schools, for more than 7,500 contacts. The paper considered differential patterns of program utilization and the overall potential of the helping model for bringing needed services to otherwise unreached, maladapting school children. (Author)

Evaluation of the 1970-71 ESEA, Title VI-A, Cued Speech Program for Aurally Handicapped Children. Sacramento City Unified School District, California; Gallaudet College, Washington, D.C. Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Reported was program effectiveness for a cued speech program for aurally handicapped children in nursery and primary classes. Project objectives were explained to be training teachers and tutors (paraprofessionals) of the classes for the aurally handicapped and the parents of the pupils enrolled in the techniques of cued speech and to employ these techniques with children in nursery and primary levels. Participating were fifteen teachers, ten tutors, 60 children, and a limited number of parents. During the first year of the project, three areas of cued speech training were emphasized: development of vocabulary lists from which an instrument was designed to assess language acquisition by the children in receptive and

expressive areas; training of all staff members in cued speech method of teaching language; and classes conducted for parents and other interested groups. The data regarding the language development of the children showed that receptive and expressive language acquisition could be measured with the test instrument developed and that these data clearly indicated the child's language growth. It was concluded that for cued speech to serve children to the greatest degree possible, more parents needed to participate in the program. (CB)

Fitch, Michael J., and others. Concerns of Some Semiprofessionals Working in Professionally Directed Programs. Exceptional Children 37(April 1971):587-591.

The article acquaints those interested in programs utilizing semiprofessionals with some of the problems as viewed by semiprofessionals. These problems cluster around three main areas: conflicts resulting from changes in self-concepts, suspicion toward middle-class supervisors, and problems with new careers. The source of these data was sensitivity training for semiprofessionals being prepared for a new program designed to screen children for deviations in development, hearing, vision, and articulation. (Author)

Foley, Jeanne M. Training Future Teachers as Play Therapists: An Investigation of Therapeutic Outcome and Orientation Toward Pupils. Final Report. Office of Education (DHEW), Bureau of Research, Washington, D.C.

The effectiveness of undergraduate education majors as play therapists was investigated by comparing measures of therapeutic outcome for 48 emotionally disturbed boys assigned to three treatment conditions and a no treatment control condition. Each treatment condition consisted of twelve play interviews conducted by experienced therapists, students with eight sessions of training in nondirective play therapy (experimental condition), and students with training in being friendly (placebo condition). Parent evaluations indicated that positive changes were greatest for children in the experimental group, next for those in the placebo groups, and least for those in the control group. The hypothesized superiority of the experienced therapists was not confirmed. This was thought to be due to lack of strict adherence to the techniques of nondirective play therapy. Performance ratings for the final interview indicated that the experienced therapists consistently scored significantly higher than the student therapists regardless of condition and that the scores for the experimental and placebo groups did not differ significantly

from each other. In contrast, analyses for the process variables consistently indicated that the scores for the experimental group were significantly different from those of the placebo group. (Author/GW)

Forbes, Donald G., and Raschick, Sally Carey. Walworth County Preschool Program. Walworth County Special School, Elkhorn Wisconsin; Wisconsin State Department of Public Instruction, Division for Handicapped Children, Madison. Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

The report describes an academic, compensatory education preschool program for educable mentally retarded children, 3-5 years of age. Goals are to teach, through behavior modification techniques, language skills and behavior patterns necessary to succeed in school. Language teaching is based on an adaptation of the Bereiter-Englemann method, and the program makes extensive use of paraprofessionals. Discussed are efforts to foster healthy self-concepts, techniques of behavior modification and the schedule of tangible and social reinforcement, staffing and training procedures, subject matter taught, and the program of home visits to inform parents of the child's progress and encourage them in the use of positive reinforcement management techniques. Evaluation results reported show IQ gains of 14-38 points, a 17-month average gain in language over 7-1/2 months, improved behavior and self-concepts, longer attention spans and ability to delay gratification, and gains in academic skills. Appendixes present controlling techniques, the rationale for heavy emphasis on language teaching, examples of subject matter taught and sample lesson plans, forms for reporting on the home instruction program, descriptions of staff job responsibilities, and details of in-service paraprofessional training. (KW)

Garvey, James F. A Handbook for Paraprofessionals. Swarthmore, Penn. : A.C. Croft.

The handbook presents information on the use of auxiliary school personnel (aides) to assist teachers and relieve them of many of their non-teaching duties. The rationale for using aides in the schools, and the attitudes of the National Commission on Teacher Education and Professional Standards, local associations, and teachers are summarized. The areas of responsibility, duties, and necessary job qualifications are explained, and a job description presented. The selection procedure is outlined. Included are forms for application, the interview record, self-evaluation, profile of a team teacher, and evaluating the teacher aide program. Listed are characteristics of successful teachers. (KW)

Guerney, Bernard G., Jr. (Ed.) Psychotherapeutic Agents: New Roles for Nonprofessionals, Parents, and Teachers. New York: Holt, Rinehart and Winston.

Remedial methods and procedures based on the strategy of using nonprofessionals as therapeutic agents in meeting mental health needs are detailed. Historical developments and factual considerations which underlie the strategy are presented. Emphasis is given throughout the book to programs designed to handle mental health problems of children. The readings cover topical areas dealing with mental health needs and new directions; selection, roles, and methods in training nonprofessionals; varieties of programs using nonprofessionals; peers, teachers, and parents as therapeutic agents; and research on the use of nonprofessionals. Selections have been drawn from journals as well as from papers presented at scientific and professional meetings. (CD)

Guess, Doug, and others. A Language Development Program for Mentally Retarded Children. Final Report. Volume I. Kansas University, Lawrence; Kansas Neurological Institute, Topeka Office of Education (DHEW), Washington, D.C. Bureau of Education for the Handicapped.

The utilization of nonprofessional personnel as language teachers was investigated using forty residents and equal number of controls who were matched on the variables of CA, IQ, and language age (mean CA 13.28 and mean IQ 33). Two former psychiatric aides were trained as language developmentalists by classroom experiences, informal discussions, and reading material pertinent to language acquisition. The language aides were provided with appropriate language development materials and supervised by a speech pathologist. A token reinforcement system was used in all classes. Results showed the children attending language classes made significantly greater raw score gains in the Illinois test of psycholinguistic abilities than did the control group (CG) over the 18-month period. Significantly greater gains in IQ scores were made by the language training group; their mean pre to post IQ score gains were 3.64 points compared to .22 points for the controls. Results suggested greater use of nonprofessional persons in the education of retarded children, while utilizing professionals as consultants Lesson plans for this project can be found in EC 004 827. (Author/WW)

Guess, Doug, and others. The Role of Nonprofessional Persons in Teaching Language Skills to Mentally Retarded Children. Exceptional Children 37(February 1971):447-453.

The study reviews a two-year research project in which two former psychiatric aides were trained to serve as language developmentalists for small groups of institutionalized severely retarded children. Forty children participating in the program were compared with a matched control group on variables of IQ, language age, and social quotient. Children attending language classes met daily for approximately one hour. They were taught from the Peabody Language Development kits and a series of lessons developed during the project. Results showed significantly greater language scores made by the language training group. IQ scores were equivocal, but again favored those children attending language classes. (Author)

Hale, James M. Administrator's Guide to Training Paraprofessionals. Englewood Cliffs, N.J.: Prentice-Hall.

Intended as an overview of a training program for paraprofessionals in the schools, the guide discusses such matters as recruitment, training, personnel utilization, and career advancement. The variety of functions the paraprofessional performs, such as aiding in the classroom and library, are described. Stressed is the importance of the local Board of Education establishing policy on paraprofessional duties before any hiring. Advantages of a state certification program are considered. Discussed are means of recruitment including publicity, neighborhood sources of applicants, and criteria and personnel of the selection process. Recommended is that the training program provide for the adult learners by means of high quality planning involving all types of personnel, and opportunity for individual participation such as role playing. Agenda topics are suggested. An address is given from which interested administrators may obtain information about the Minneapolis Program, said to be highly successful. Presented is the Career Ladder Program of Minneapolis as one means to insure qualitative upgrading of paraprofessionals. Many work assignments suitable for the paraprofessional in the classroom, cafeteria, or on the playground are listed. The use of volunteer paraprofessionals when available is recommended. Various rating systems used to evaluate paraprofessionals are described. Appendixes include sample application, recommendation, and evaluation forms. (DB)

Hensley, Gene, and Patterson, Virginia W. (Eds.). Changing Patterns of Professional Preparation and Services in Special Education. Selected Papers of a Working Conference (San Diego, California, March 9-11, 1970). Western Interstate Commission for Higher Education, Boulder, Colorado. Office of Education (DHEW), Washinton, D.C.

Selected papers from the Conference on Changing Patterns of Professional Preparation and Services in Special Education held in San Diego, California (March 9-11, 1970), contain topics of teacher assessment of students, by Wayne Lance, and educational services based on learning characteristics of pupils, by William Hall. Also included are Joseph Lerner's description of inservice and preservice programs of professional preparation, and Keith Larson's treatment of the use of ancillary preprofessionals and volunteer personnel in special education. The concepts of administration and supervision of special education are presented by Ernest Willenberg, and instructional programs for exceptional children are suggested by John Matson. Selected comments from small-group discussions held at the conference are included. (RD)

Improving Teaching Skills for Working with the Mentally Retarded. Greater Hartford Association for Retarded Children, Inc., Connecticut. Connecticut State Department of Health, Hartford, Office of Mental Retardation. Greater Hartford Association for Retarded Children, Inc., Hartford, Connecticut.

Presented are the proceedings of an inservice training program for paraprofessional staff in day care programs for the mentally retarded in Connecticut, which consisted of ten weekly lecture sessions. The program was designed to provide an orientation to the nature and needs of the retarded, and to improve and increase the instructional skills of the day care nonprofessional staff. Phase 1 of the institute provided a general orientation to mental retardation. The content of Phase 2, contained in the document, concentrated upon activities and materials for program development. The presentations by various professionals cover early childhood development, day care for the retarded, social skills, language and arithmetic development, speech and hearing handicaps, music and rhythmic activities, arts and crafts, physical and recreational activities, crippling and health handicaps, emotionally disturbed children, the role of various disciplines in day care, and utilization of community services. (KW)

Irwin, John V. Supportive Personnel in Speech Pathology and Audiology. Kansas University, Lawrence. Hearing and Speech News 35(July 1967):32-40.

The personnel shortage in speech pathology and audiology is discussed in the areas of direct service, education and training, and research. Possible solutions are explored--recruitment and training of additional professional personnel, an analysis of manpower utilization in speech and hearing, and alternatives of funding, programming, case selections and evaluation, training, and use of supportive personnel. The use of supportive personnel in health related fields and in speech pathology and audiology is explored. Various problems in the use of supportive personnel are discussed: definitions, status and recognition, role, education, recruitment, and relation to professional personnel. A reference list cites nine items. (JB)

Johnson, Doleen, and Ferryman, Zilpha C. Inservice Training for Non-Professional Personnel in a Mental Retardation Center. Mental Retardation 7(October 1969):10-13.

The need for qualified personnel in a mental retardation center makes it imperative that suitable training be provided. An evaluation of the inservice training program at the Arizona Children's Colony by means of the SREB information survey and opinion scale shows significant gains in basic information and improved attitudes in many employees. The results also indicate the need for further training and for effective changes in training programs in order to achieve the desired goals of better child care programs for the mentally retarded. (Author)

Jones, Joyce. Dyslexia: Identification and Remediation in a Public School Setting. Journal of Learning Disabilities 2(October 1969):533-538.

A Title III grant made possible a three-year experimental program to determine if children with the specific reading disability, dyslexia, could be remediated by the use of a structural-linguistic procedure taught through a multisensory approach. This remedial procedure was taught on a one-to-one basis of instruction through the use of para-educational personnel under close supervision in a regular public school setting. During the years of the program, 78 students attended the full-day perceptual development center program and 545 students participated in an hour-a-day reading program. Test-retest data revealed that students receiving this specialized training improved in reading skills and retained this gain or further improved after dismissal from the program. (Author)

Kokaska, Charles J. (Ed.). Selected Speeches from a Workshop for Aides to Teachers of the Trainable Mentally Retarded. Michigan State Department of Education, Lansing, Division of Special Education. Eastern Michigan University, Ypsilanti, Department of Special Education and Occupational Therapy. Department of Health, Education, and Welfare, Washington, D.C.

The responsibilities of teachers' aides in both institutional and community programs for the trainable mentally handicapped are reported. Papers presented treat the following topics: suggestions for teaching the trainable retarded; pupil management; developing communication skills in the trainable; the aide's relationship with parents; and employment of the retarded. (LE).

Kugel, Robert B. Vision Screening of Preschool Children. Pediatrics 50(December 1972):966-967.

Screening procedures and referral criteria are proposed for a vision screening program run by paramedical personnel or volunteers for children from 3 to 5 years of age. Conditions said to be detectable by screening are refractive errors, muscle imbalance, amblyopis, and some eye diseases. The recommended screening procedures are said to require a minimum of equipment. (GW)

Lambright, Gale. Introduction to Young Exceptional Children: A Guide for Paraprofessionals. Texas University, Austin, Department of Special Education. Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

The guide presents, in simple language, a basic introduction to exceptional children for paraprofessionals. Outlined are some of the basic needs of exceptional children, including needs which they have in common with all children. Presented are three examples of children with various handicaps to show who exceptional children are. Progress in caring for and educating handicapped children is noted and the eight major categories into which special education has classified these children are defined (mentally retarded, visually handicapped, aurally handicapped, physically handicapped, speech impaired, special health problems, emotionally disturbed, and learning disabled). (KW)

Laws, D. Richard, and others. Reduction of Inappropriate Social Behavior in Disturbed Children by an Untrained Paraprofessional Therapist. Behavior Therapy 2(October 1971):519-533.

A paraprofessional conducting speech and language training with three severely disturbed children was rapidly trained in several behavior modification procedures under a highly directive supervision procedure. Stereotypes, mannerisms, inattention, and inappropriate or irrelevant verbalizations were reduced in frequency by use of extinction (ignoring) and, less effectively, by mildly punishing verbal behavior by the therapist. At the same time, appropriate social behaviors, correct responses to a language training program, were either increased or maintained in strength by social reinforcement (praise). The direct instruction method was compared with other methods of training paraprofessionals and its implications for training and service briefly discussed. (Author)

Linton, Thomas E. Towards a National Mental Retardation Manpower Model for Canada. Illinois University, Chicago, College of Education.

The stated need for developing a national mental retardation manpower model for Canada is not the manpower shortages in mental retardation, but the unsound conceptual and functional approaches to the socialization and education of the mentally retarded. The report is divided into the four major areas investigated by a task force. First, the section on surveying existing training programs available for associate professionals and volunteer personnel includes preschool, home care, residential, and occupational-vocational programs. The second section on recommending a training curriculum for associate professionals clarifies four diploma levels. Recommending improved methods for utilizing personnel in the field of mental retardation and allied developmental handicaps constitutes the third section. Topics covered are general rationale, implementation methods, programs for new workers and present staff members, professionals, and programs for volunteers. The fifth section consists of recommending a pattern of implementation indicating specific roles and responsibilities of local, provincial, and national agencies. A summary of recommendations concludes the report. (CG)

Mitchell, Marlys Marie. Nonprofessional Personnel Become Professional Teachers. Education and Training of the Mentally Retarded 6(December 1971):177-184.

A project in which six nonprofessional personnel were used for supplementary instructional services in elementary schools was examined in terms of the roles, selection, training, supervision, special assets, and evaluation of the nonprofessionals. The major goal of the program's first year was to improve the language arts skills of children functioning below grade level. Pretest and posttest primary mental abilities ratio IQ scores showed that children taught by the nonprofessional personnel made significantly greater gain scores than children not receiving instruction after one year. Such gains were found despite the fact that the special children received only 3 months of instruction the first year. (GW)

Moncur, John P. (Ed.). Institute of the Utilization of Supportive Personnel in School Speech and Hearing Program (Washington, D.C., September 6-8, 1967). American Speech and Hearing Association, Washington, D.C.

Institute papers treat the utilization of supportive personnel in school speech and hearing programs. A preface presents the Institute's purposes, and an introduction by the editor describes the concerns, attitudes, and conclusions of the Institute participants. The report includes the following ten speeches: Welcome and Introductory Remarks by M.C. Fitzgerald; The Development of Professional Teams in Education and Services for the Handicapped by J. Gallagher; New Careers in New Fields by A. Brody; Help for the Professional by L. Goldman; Education by D. Davies; Nursing by E. Ulrich; Physical Therapy by F.S. Linduff; Counseling by C. McDaniels, Our Crisis by M. Marge; and Supportive Personnel--Current Legislation by J.J.Scheuer. An appendix lists the Institute participants. (JD)

Naiman, Doris W. A Model for Inservice Training of Afterclass Personnel. American Annals of the Deaf 117(August 1972): 438-439.

Briefly described is a model for inservice training of personnel who will be involved in providing a rich afterclass hours learning environment designed to foster social and educational growth in aurally handicapped children. The program is designed for supervisory personnel from both the inclass and afterclass departments; these people will then be responsible for training the nonprofessional

personnel. Five training institutes are said to cover a comprehensive program for a residential school for deaf children, developing a full program of inservice training and staff development, supervision, specific behavior problems and their management, and group dynamics and group processes. (CB)

Northern, Jerry L., and Suter, Alice H. Supportive Personnel in Audiology. ASHA (American Speech and Hearing Association Journal) 14(July 1972):354-357.

After stating the need for supportive personnel in the field of audiology and some of the clerical and clinical tasks which they could perform to relieve the work load of certified audiologists, the article reports on the training and use of audiology technicians or assistants in Great Britain, the United States, and Canada. Outlined are the qualifications for membership in the United Kingdom Society of Audiology Technicians and the career ladder which has been established for such technicians in the United Kingdom. A two-year federally funded program in the United States to develop a curriculum and train 50 supportive personnel in audiology (audiometric assistants) is described. Also referred to briefly in the report is a proposed audiology technician training program at the University of Toronto, Canada. (KW)

Pope, Lillie. Guidelines to Teaching Remedial Reading to the Disadvantaged. Brooklyn, N.Y.: Book-Lab, Inc.

The manual for tutors, teachers, and concerned parents deals with specific techniques needed for teaching children, adolescents, and adults to read. The book suggests procedures, word lists, guides to inexpensive instructional materials, tests, games, and other approaches and techniques for teaching word skills. The problems of the remedial student, and the nature of the tutor-student relationship are discussed. The skills that are involved in the act of reading are outlined, and guidelines to evaluating the student's reading level are offered. (CD)

Potter, Beth, and Richardson, Judith. Handbook of Hints for Helpers (Child Service Attendants). Easter Seal Society for Crippled Children and Adults of California, San Francisco. National Society for Crippled Children and Adults, Chicago.

Designed as an orientation for child service attendants in classes of orthopedically handicapped children, this illustrated handbook describes the good attendant, offers suggestions, and gives instructions. A list of specific duties is included. (JD)

Preparation of Personnel. Papers Presented at the Annual International Convention of the Council for Exceptional Children (48th, Chicago, Illinois, April 19-25, 1970). Council For Exceptional Children, Arlington, Virginia.

The report of the 1970 convention of the Council for Exceptional Children includes a workshop on the need for teacher training in the behavioral and learning disability areas. The workshop proceedings discuss Innovations in Teacher Training by James T. Tompkins and George T. Donahue; A Prescriptive Teaching System by Laurence J. Peter and Keith H. Sharpe; and A Crisis Model of Teacher Training by Nicholas Long. Topics also concern The Future of Training Administrators by Daniel D. Sage; The Movement of Nonprofessional Personnel to Teaching Positions by Marlys M. Mitchell; and The Training of Professionals and Paraprofessionals in Early Intervention with Atypical Infants by Mary Ann Newcomb. (JM)

Professional Manpower Recruitment and Training in the Area of Vocational Rehabilitation of the Deaf: Needs and Recommendations. Journal of Rehabilitation of the Deaf 5(October 1971): 6-14.

Discussed are current manpower needs for rehabilitation counselors and nonprofessional personnel to work with deaf persons, which are projected to triple within the coming two to four years. Present manpower training efforts are noted briefly, followed by two recommendations: that Social and Rehabilitation Service (SRS) provide sufficient funding on a continuing basis to permit existing training programs, both degree and non-degree, to expand in deaf rehabilitation; and that SRS establish and maintain one interdisciplinary training-in-deafness program in each health, education, and welfare region. Appended are six colleges and universities, amounts awarded for tuition and stipends in training grants, and number of trainees completing SRS supported programs. (CB)

Rister, Anne. Training of Nonprofessionals in Early Childhood Education Centers. Texas University, Austin, Department of Special Education. Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Written for personnel in early childhood education who are planning training programs for nonprofessionals, the paper outlines a program for training instructional aides who will be actively involved in the teaching process, unlike volunteers or teacher aides. Some major problems and general guidelines for training and employing nonprofessionals in early childhood education centers are presented.

The major portion of the document is devoted to a detailed description of the two-year training program for instructional aides at the Houston Speech and Hearing Center, planned in cooperation with the Houston Vocational Guidance Service-New Careers. Basic educational training and a salary for the trainees was provided by New Careers personnel, while the Center provided on-the-job training and assumed one-half of the trainees' salaries during the second year of training. Trainees underwent instructional aide training after completing basic teacher aide training. Described are coordination of the two organizations, content of courses taught, sample schedules, involvement of regular teaching staff, job descriptions for each sequence of the program, characteristics of trainees, sample trainee projects, and evaluation methods. (KW)

Scoggins, Roy T., Jr., and others. Recorded Procedures of Instruction, The Sub-Professional and Effective Educational Therapy. Coastal Center, Ladson, South Carolina. Rehabilitation Services Administration (DHEW), Washington, D.C.

Described is the concept of using taped instruction for programs administered by subprofessionals to groups of severely and profoundly retarded children as a highly feasible means of increasing the scope of effective teaching. It is suggested that tapes prepared by professionals can be used in various settings by persons without special training in working with children, such as Head Start groups, in classroom activities with aides or volunteers, or at home with parents to supplement or reinforce professional prescriptions for learning. Appended is a detailed daily schedule for one group of retarded children with whom such taped instruction was used. (KW)

Selznick, Harrie M., and others. Trainable Mentally Retarded Staff Development Project. Baltimore City Public Schools, Maryland.

Reported was a project which revised the staffing pattern at a school for Trainable Mentally Retarded (TMR) students in an attempt to increase the program's cost effectiveness and to maintain the quality of classroom instruction while utilizing personnel without special training in the majority of classroom assignments. Examined were the project's management and performance objectives: providing one master teacher to work with each group of three classroom interns; organizing an instructional day for nine classes containing ten EMR students each; arranging a lunch period in which eating skills and nutritional knowledge could be taught; establishing orientation, preservice and inservice training programs for staff

members; rating the progress of experimental and control groups of TMR students for psycholinguistic abilities, social maturity, and vocabulary; administering a parent questionnaire; and computing per pupil costs for instructional personnel in both control and experimental staffs. The project was evaluated in detail for each of the stated management and performance objectives. Presented were curriculum guides developed as part of the instructional program in the areas of arithmetic, pupil arrival time, arts and crafts, communication skills, home arts, and physical education. (GW)

Sunderlin, Sylvia (Ed.). Aides to Teachers and Children. Association for Childhood Education International, Washington, D.C.

A collection of thirteen articles provides information on the following: The Need for Aides; Finding, Screening, and Using Aides; Use of Parents as Aides; Sixth-Grade Aides for the Kindergarten; Teenage Aides; Curriculum Resources in the Community; Developing Professional Skills in Paraprofessionals; The Teacher and the Paraprofessional; Staff Parents Become Better Teachers. The text is illustrated with photographs and a 25-item bibliography is included. (LE)

Teacher Aides and Nonprofessional Personnel: Exceptional Child Bibliography Series. Council for Exceptional Children, Arlington, Virginia, Information Center on Exceptional Children. Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

References selected from exceptional child education abstracts and pertaining to teacher aides and nonprofessional personnel (in schools, institutions, or elsewhere), particularly as related to handicapped children, are listed in the annotated bibliography, which is one in a series of over 50 similar listings concerning exceptional children. For each of the 85 entries, bibliographic data, availability information, indexing and retrieval descriptors, and an abstract are given. Also provided are author and subject indexes. References include texts, journal articles, research reports, program guidelines, and other literature. (KW)

The Utilization of Supportive Personnel in Speech Correction in the Public Schools. Colorado State Department of Education, Denver. Office of Education (DHEW), Bureau of Education for the Handicapped, Washington, D.C.

A pilot program for supportive personnel in speech pathology and audiology began with three weeks of formal training. Ten speech aides then worked for ten weeks in nine school districts. Speech correctionists evaluated the aides and indicated that they were most helpful in articulation and language drills, carry-over activities, ear training, preparation of therapy material, and record keeping. Eleven of fourteen correctionists felt that they would like to have the continued services of an aide although many negative attitudes toward aides were in existence (many correctionists felt threatened). The speech aides also evaluated the program; favorable reactions were expressed toward the field of speech correction, and seven aides said they would like to continue their work. Speeches made to the trainees are presented and include the following: Public School Organization and Administration; The Role of the Speech Specialist; Professional Responsibilities and Ethics; Child Growth, Speech, and Language Development; The Speech Mechanism; Disorders of Speech and Language and Their Evaluation and Rehabilitation; The Hearing Mechanism; Hearing Disorders, Evaluation and Rehabilitation; and Identification Audiometry. (RJ)

Whalen, Carol K., and Henker, Barbara A. Pyramid Theory in a Hospital for the Retarded: Methods, Program Evaluation, and Long-Term Effects. American Journal of Mental Deficiency 75(January 1971):414-434.

The program described had three interrelated objectives: extending the use of nonprofessional therapists to retarded patients in a hospital setting; developing behavior modification procedures that could be taught to and used by mentally retarded persons; evaluating the hospital setting; evaluating the effectiveness of this therapeutic pyramid approach. Children in one group were given 60 individual training sessions, then 60 play sessions; simultaneously, the matched control group was given play, then training. The training groups gained significantly in basic social behaviors over the play groups in each phase of the investigation. Children in the first play group also showed significant gains which were attributed to the general effects of participation in the program. Follow-up measures indicated that response acquisitions of the trainees and behavior modification skills of the assistant were durable. (Author)

Weintraub, Frederick J. (Ed.). Preparation of Special Education Personnel, New Directions and Opportunities. Proceedings of a Conference on the Education Professions Development Act and Its Applicability to Special Education (1st, Washington, D.C., June 13-14, 1968). Council for Exceptional Children, Washington, D.C.

Concerned with the need for preparation of personnel in special education, the conference proceedings focus on the Education Professions Development Act (EPDA, Public Law 90-35) and the opportunities it provides. James J. Gallagher, Associate Commissioner, Bureau of Education for the Handicapped, discusses the problems to be met in training personnel for special education. Russell Wood, Deputy Associate Commissioner, Bureau of Educational Personnel Development, describes legislative provisions in EPDA--an overview. Leonard Lucito, Director of Training Programs, Bureau of Education for the Handicapped, considers the relationship of the Bureau to the EPDA in coordination for effective programming. In addition, the organization of the Bureau of Educational Personnel Development is described and the major provisions of the EPDA are outlined. EPDA priority areas (and their relationship to special education) explored are the preparation of teacher aides and auxiliary personnel, special and general educators, and personnel for disadvantaged communities and for preschool programs. Information on the possible uses of the EPDA, a statement by the Bureau of Educational Personnel Development, and a list of conference participants are included. (JD)

Wieters, Wade C. (Ed.). A Manual for the Training of Paraprofessional Workers in Mental Retardation. South Carolina State Department of Mental Retardation, Columbia.

The manual describes an instructional program for the training of workers for employment in paraprofessional service areas of mental retardation. Instructional materials presented are said to require 90 hours presentation time. The materials are organized into 12 instructional units ranging in content from brief pre-and post-program overviews to lengthy and detailed presentations on certain technical aspects of mental retardation. Unit titles are: Program Orientation; Communication Skills; Growth and Development in Normal and Retarded Children; Counseling and Guidance Services; Educational and Training Services; Cottage Practices in Institutions; Physical and Occupational Therapy Services; Medical Services; Speech and Hearing Services; the Institution and the Community; Supervisory Skills and Practices; and Program Summary. Generally found for each area are self-explanatory overview statements, instructional purposes and objectives, and content outlines. Approximate pre-

sentation times for major content areas in the units are noted. Materials that can be used for distribution to trainees follow many of the units. Eight tests on instructional content and trainee attitude are also provided. Practical guidelines on training methods are given throughout the units. (CB)

Zehbach, R. Reid, and others. Paraprofessional Educator Manager: A New Professional Role in Early Childhood Education. Illinois University, Urbana Institute for Research on Exceptional Children. Office of Education (DHEW), Bureau of Research, Washington, D.C.

Described is the development of the Paraprofessional Educator Manager (PEM) model and the role of the PEM in early childhood education. Various studies are first cited to show that individuals other than trained teachers can stimulate the intellectual development of preschool children. The PEM model is thought to provide for the greatest integration of positively oriented activities at home and at school at the lowest cost possible. The model is also said to provide a training ground for the upgrading of adults as well as children. The PEM is explained to supervise paraprofessional teacher aides and paraprofessional home visitors who attempt to coordinate the classroom and home learning environments. The role of the PEM is shown to require him to retrain, plan, organize, supervise, and integrate the activities of eight paraprofessionals working with 48 children and thier families. Implementation of the model and training of the PEM are then briefly noted. (CB)

APPENDIX B

Mail Questionnaires

1. Questionnaire to State Directors
2. Questionnaire to Professional Organizations
3. Questionnaire to Private and State Schools

1. Questionnaire to State Directors

Name _____ Position _____

Address _____ State _____

1. Are paraprofessionals being used in programs for handicapped children within your state?

_____Yes _____No

2. If yes, what is the best estimate of the total number of paraprofessionals employed?

_____1-50 _____50-100 _____100-200 _____200-300 _____300-600

_____600-1000 _____1000-3000 _____3000-5000 _____5000 & above

3. For more detailed information as to numbers and roles of paraprofessionals, whom in your office should we contact?

Name _____ Position _____

Address _____

4. Does your office or another state agency certify paraprofessionals?

_____Yes _____No

5. Whom should we contact for detailed information in regard to certification of paraprofessionals?

Name _____ Position _____

Address _____

6. Do you reimburse your local school systems for the salaries of paraprofessionals?

_____Yes _____No

7. Do you anticipate an increase in the utilization of paraprofessionals in the field of the handicapped?

_____Yes _____No

8. Is it possible to meet with you again in the course of the project?

_____Yes _____No

2. Questionnaire to Professional Organizations

Dear

Our New Careers Training Laboratory is conducting a study concerning the utilization and training of paraprofessionals to serve in education programs for handicapped children on behalf of the Bureau of Education for the Handicapped, U.S. Office of Education. (As a simple definition, we will label as paraprofessionals those persons with less than a baccalaureate degree who are involved directly in working with handicapped children.)

We want to ask for your help in carrying out this project which we believe will have important consequences for handicapped children. In brief, our efforts are addressed to these issues:

1. What are paraprofessionals doing now? Where? With what effect?

2. What are the projected staff needs over the next decade? Do paraprofessionals have a role in meeting these needs? What is it? Should they be generalists? Specialists? Some of both?

3. If paraprofessionals are to be used, where and by whom should they be trained? On the job? By two- or four-year colleges? By special training agencies? By some combination of these?

We appreciate any advice and assistance you can give toward these issues. Reports, studies, analyses which you have previously done (whether directly addressed or tangentially affecting these issues) will be helpful. Direct answers to any or all of the questions will be deeply appreciated. If helpful, we would be most pleased to meet with you and/or your colleagues.

Let me thank you in advance for any assistance you can provide.

Sincerely yours,

Alan Gartner

8. Questionnaire to Private and State Schools

Name of Facility_____ Address_____

Director_____ Number on Staff_____

Please check the following items:

1. Type of Handicapped Child Treated:

___Blind ___Deaf ___Emotionally Disturbed ___Mentally Retarded

___Orthopedically Handicapped ___Neurologically Impaired

___Multiply Handicapped ___Speech Impaired ___Learning Disabled

___Other (specify)_____

2. Are you presently using paraprofessionals?

___Yes ___No

If Yes, complete items 3-7, If No, go to item 8.

---

3. How long have you been employing paraprofessionals?

___1 mo.-1 yr. ___2-4 yrs, ___5-7 yrs, ___8-10 yrs, Other_____

4. How many paraprofessionals do you employ?

___1-5 ___6-10 ___11-15 ___16-20 Other_____

5. In what capacity are paraprofessionals used?

___clerical work

___individual activities with children in classroom

___lunch programs, rest periods, health needs, etc.

___outdoor activities

___audio-visual equipment

___gross motor training

Other (specify)_____

6. What is the source of funding of the paraprofessionals? (Use approximate percentages)

___Federal ___State ___Local ___Private

7. Is it possible to visit your facility?

___Yes ___No

8. Do you see a need for paraprofessionals in the field of the handicapped?

___Yes ___No

9. In what capacity? (PLEASE SPECIFY)_____

_____

_____

_____

APPENDIX C

State Profiles

The following information provided on each state and territory is the result of the information gathered from state directors of special education as well as materials collected through the course of this grant.

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: ALABAMA

Director of Special Education: CLINTON R. OWENS
Address: STATE OFFICE BLDG., ROOM 349
MONTGOMERY, ALABAMA 36104

Estimated Numbers of Paraprofessionals Used: 100-200 (162)

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	Address	Information

Institutions of Higher Education Offering Training:

Name	Address	Kind of Training
Jefferson State Junior College	Birmingham, Alabama	General training of paraprofessionals

Certification: _____ State Regulations X Pending 1974-75 _____ None

Reimbursement: _____ Yes X No *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: ALASKA

Director of Special Education: MARK BURGOYNE
Address: DEPT. OF EDUCATION, POUCH F, JUNEAU, ALASKA 99801

Estimated Numbers of Paraprofessionals Used: 400 - 600

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Dr. James Hotchkiss	University of Alaska Anchorage, Alaska	Institutes of Higher Learning

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: ___ *State Regulations* ___ *Pending* _X_ *None*

Reimbursement: _X_ *Yes* ___ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

Listing of local superintendents of district schools.

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: ARKANSAS

Director of Special Education: TOM J. HICKS
Address: DEPT. OF EDUCATION, STATE EDUCATION BLDG. LITTLE ROCK, ARKANSAS 72201

Estimated Numbers of Paraprofessionals Used: 78

Programs in Which Paraprofessionals Are Used:

Handicapped Education: as "teacher aides," "instructional clerks"

Persons to Contact:

Name	*Address*	*Information*

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: _____ *State Regulations* _____ *Pending* __X__ *None*

Reimbursement: __X__ *Yes* _____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

Requirements for in-service training for aides and professional staff members they serve.

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: CALIFORNIA

Director of Special Education: LESLIE BRINGAR
Address: DIVISION OF SPECIAL ED., 721 CAPITOL MALL
SACRAMENTO, CALIFORNIA 95814

Estimated Numbers of Paraprofessionals Used: 1,000 - 3,000

Programs in Which Paraprofessionals Are Used:

Trainable Mentally Retarded
Learning Disabilities
Deaf
Visually Impaired

Persons to Contact:

Name	*Address*	*Information*
Art Phelan, Chief	Bureau of Educational Improvement for the Handicapped (as above)	Training programs
Dave Dietrick	As above	Roles of paraprofessionals
Richard Whiteman, Dean	11110 East Alondra Blvd. Norwalk, California 90650	Cerritos training program

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*
Cerritos College	11110 East Alondra Blvd. Norwalk, California 90650	Special Education Asst.

Certification: ____ *State Regulations* ____ *Pending* X *None*

Reimbursement: X *Yes* ____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Community college program to train special education aides.
Project summary of training program for special education aides, 1968-1970.
Brochure describing Cerritos program.

Additional Information:

Certification qualifications for teachers of educationally handicapped children.

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: COLORADO

Director of Special Education: SEYMOUR WALLACH
Address: 403 STATE OFFICE BLDG.
DENVER, COLORADO 80203

Estimated Numbers of Paraprofessionals Used: 50 - 100

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	Address	Information

Institutions of Higher Education Offering Training:

Name	Address	Kind of Training

Certification: _____ State Regulations _____ Pending __X__ None

Reimbursement: __X__ Yes _____ No *Basis:*
as of 9/1/73

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: CONNECTICUT

Director of Special Education: JOE GORDON
Address: BUREAU OF PUPIL PERSONNEL & SPECIAL ED. SERVICE
STATE DEPT. OF ED., HARTFORD, CONNECTICUT 0611

Estimated Numbers of Paraprofessionals Used: 400 - 600

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Gabriel Simches	As above	Roles of paraprofessionals

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: _____ *State Regulations* _____ *Pending* __X__ *None*

Reimbursement: __X__ *Yes* _____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: DELAWARE

Director of Special Education: DONALD WACHTER
Address: PROGRAMS FOR EXCEPTIONAL CHILDREN
TOWNSEND BLDG., DOVER, DELAWARE 19901

Estimated Numbers of Paraprofessionals Used: 200 - 300

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: ___ *State Regulations* ___ *Pending* _X_ *None*

Reimbursement: _X_ *Yes* ___ *No* *Basis:*
(to State schools only)

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: FLORIDA

Director of Special Education: L.M. STETLER
Address: EXCEPTIONAL CHILD EDUCATION, DEPT. OF ED.
TALLAHASSEE, FLORIDA 32304

Estimated Numbers of Paraprofessionals Used: 449

Programs in Which Paraprofessionals Are Used:

Educable MR - 85	Deaf - 43	Learning Disabled - 60
TMR - 136	Speech - 3	Emotionally Disturbed - 49
Vision - 6	Socially Malad. - 16	Gifted - 5
	Varying Excep. - 7	Physically Hand. - 39

Persons to Contact:

Name	*Address*	*Information*

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*
Chipola Junior College	412 S.Blvd., Chipley, Fla.32428	Teacher aide-retarded
Florida Junior College	1246 Cumberland Rd.,Jacksonville, Fla. 32205	Public school-exceptio
St. Petersburg Jr. College	St. Petersburg, Fla. 33733	Rehabilitation tech.
Sante Fe Community College	P.O. Box 1520, Gainesville, Fla. 32601	Career Assn. of Specia Ed.

Certification: _____ *State Regulations* _____ *Pending* __X__ *None*

Reimbursement: __X__ *Yes* _____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Listing of roles played by paraprofessionals in working with handicapped children.

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: GEORGIA

Director of Special Education: HERBERT D. NASH
Address: STATE OFFICE BUILDING, ATLANTA, GEORGIA 30331

Estimated Numbers of Paraprofessionals Used: 125

Programs in Which Paraprofessionals Are Used:

16 centers for the severely emotionally disturbed

Persons to Contact:

Name	Address	Information
Robert McCants, Coordinator	Dept. of Education Office of Instructional Services Atlanta, Georgia 30334	Certification

Institutions of Higher Education Offering Training:

Name	Address	Kind of Training
University of Georgia	Athens, Georgia 30601	Technical assistance grant for the emotionally disturbed

Certification: __X__ *State Regulations* _____ *Pending* _____ *None*

Reimbursement: __X__ *Yes* _____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Criteria for programs of auxiliary personnel

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: HAWAII

Director of Special Education: DR. H. KAWAHARA
Address: 1270 QUEEN EMMA ST., HONOLULU, HAWAII .96813

Estimated Numbers of Paraprofessionals Used: 1 - 50

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Gerald Sada	Dept. of Education P.O. Box 2360 Honolulu, Hawaii 96804	Certification

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: _____ *State Regulations* _____ *Pending* _X_ *None*

Reimbursement: _____ *Yes* _X_ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: IDAHO

Director of Special Education: JOHN COMBA
Address: EL RIO DRIVE, MERIDIAN, IDAHO 83642

Estimated Numbers of Paraprofessionals Used: 50 - 100

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: ____ *State Regulations* ____ *Pending* X *None*

Reimbursement: X *Yes* ____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

Directory of special services: special education pupil personnel

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: ILLINOIS

Director of Special Education: J.F.E.GLASSFORD
Address: 1020 SPRING ST., SPRINGFIELD, ILLINOIS 62706

Estimated Numbers of Paraprofessionals Used: 600 - 1000

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
D. Zeigler	Dept. for Exceptional Children (as above)	Numbers and roles of paraprofessionals

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: _____ *State Regulations* _____ *Pending* _X_ *None*

Reimbursement: _X_ *Yes* _____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

Teacher aides are required to have a minimum of 30 semester hours of credit in higher education.

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: INDIANA

Director of Special Education: GILBERT BLITON
Address: 108 STATE OFFICE BLDG.,
INDIANAPOLIS, INDIANA 46204

Estimated Numbers of Paraprofessionals Used: 50 - 100

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	Address	Information

Institutions of Higher Education Offering Training:

Name	Address	Kind of Training

Certification: _____ *State Regulations* _____ *Pending* __X__ *None*

Reimbursement: _____ *Yes* __X__ *No* *Basis:* -

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: IOWA

Director of Special Education: RICHARD FISCHER
Address: GRIMES STATE OFFICE BLDG,
E. 14th & GRAND, DES MOINES, IOWA 50310

Estimated Numbers of Paraprofessionals Used: 1 - 50

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: _____ *State Regulations* _____ *Pending* __X__ *None*

Reimbursement: _____ *Yes* __X__ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: KANSAS

Director of Special Education: JAMES MARSHALL
Address: STATE DEPT. OF ED., 120 E. 10th , TOPEKA, KANSAS 66612

Estimated Numbers of Paraprofessionals Used: 100 - 200

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Don Herbel	As above	Numbers, roles, certification

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*
Washburn University of Topeka	Topeka, Kansas 66612	3 year program for teacher aides in special education programs

Certification: _____ *State Regulations* _____ *Pending* X *None*

Reimbursement: X *Yes* _____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

WHAT YOU SHOULD KNOW ABOUT TEACHER AIDES.
PARAPROFESSIONALS IN SPECIAL EDUCATION.

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: KENTUCKY

Director of Special Education: STELLA EDWARDS
Address: DEPT. OF ED., DIVISION OF SPECIAL ED.
CAPITOL PLAZA TOWER, FRANKFORT, KENTUCKY 40601

Estimated Numbers of Paraprofessionals Used: 100 - 200

Programs in Which Paraprofesccionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Dr. Sidney Simandle	Dept. of Ed., Teacher Education and Certification, Frankfort, Kentucky 40601	Certification

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: _____ *State Regulations* _____ *Pending* _X_ *None*

Reimbursement: _____ *Yes* _X_ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: LOUISIANA

Director of Special Education: JOSEPH GLORIOSO
Address: P.O. BOX 44064, BATON ROUGE, LOUISIANA 70804

Estimated Numbers of Paraprofessionals Used: 100 - 200

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Mazie Malveaux	As above	Numbers and roles

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: _____ *State Regulations* _____ *Pending* __X__ *None*

Reimbursement: _____ *Yes* __X__ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: MAINE

Director of Special Education: JOSEPH KERN
Address: EDUCATION BLDG., AUGUSTA, MAINE 04330

Estimated Numbers of Paraprofessionals Used: 400 - 600

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: ____ *State Regulations* ____ *Pending* X *None*

Reimbursement: X *Yes* ____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: MARYLAND -

Director of Special Education: STANLEY MOPSIK
Address: P.O. BOX 8717, FRIENDSHIP INTL. AIRPORT, BALTIMORE, MARYLAND 21240

Estimated Numbers of Paraprofessionals Used: 400 - 600

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Dr. Howard Allison	As above	Certification, salaries

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: _____ *State Regulations* _____ *Pending* X *None*

Reimbursement: _____ *Yes* X *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: MASSACHUSETTS

Director of Special Education: DR. JOSEPH RICE
Address: DEPT. OF EDUCATION, 182 TREMONT AVE.
BOSTON, MASSACHUSETTS 02111

Estimated Numbers of Paraprofessionals Used: 200 - 300

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Michael Moriarity	As above	Certification, roles, numbers

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: _____ *State Regulations* _X_ *Pending* _____ *None*

Reimbursement: _X_ *Yes* _____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

Project ERR (Education Redirection and Recycling)

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: MICHIGAN

Director of Special Education: MURRAY BATTEN
Address: STATE DEPT. OF EDUCATION, BOX 420
LANSING, MICHIGAN 48905

Estimated Numbers of Paraprofessionals Used: 600 - 1000

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	Address	Information
Thomas Howard	As above	Numbers, roles

Institutions of Higher Education Offering Training:

Name	Address	Kind of Training

Certification: ____ State Regulations ____ Pending __X__ None

Reimbursement: __X__ Yes ____ No *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: MINNESOTA

Director of Special Education: JOHN GROOS
Address: CAPITOL SQ., 500 CEDAR AVE., ST. PAUL, MINNESOTA 55101

Estimated Numbers of Paraprofessionals Used: 600

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
George Droubie	As above	Certification
Robert J. Wedle	As above	Roles, numbers

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*
St. Mary's Junior College	2600 South 6th St. Minneapolis, Minn.55406	Training to work with TMRS

Certification: _____ *State Regulations* _____ *Pending* _X_ *None*

Reimbursement: _X_ *Yes* _____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

PARAPROFESSIONALS IN SPECIAL EDUCATION PROGRAMS: A TASK FORCE REPORT.
GUIDELINES FOR SUPPORTIVE PERSONNEL IN CLINICAL SPEECH SERVICES.

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: MISSISSIPPI

Director of Special Education: HERMAN WHITE
Address: Box 771, JACKSON, MISSISSIPPI 39205

Estimated Numbers of Paraprofessionals Used: 600 - 1000

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Dr. Russel Crider	As above	Certification

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: _____ *State Regulations* _____ *Pending* _X_ *None*

Reimbursement: _____ *Yes* _X_ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: MISSOURI

Director of Special Education: DONALD M. COX
Address: P.O. BOX 480, JEFFERSON CITY, MISSOURI 65101

Estimated Numbers of Paraprofessionals Used: 2800

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: ____ *State Regulations* __X__ *Pending* ____ *None*

Reimbursement: __X__ *Yes* ____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

Job titles: teacher aides (have a high school diploma); teacher clerks (a high school education with in-service training); teacher assistants (60 hours of college training)

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: MONTANA

Director of Special Education: LARRY HOLMQUIST
Address: OSPI, HELENA, MONTANA 59601

Estimated Numbers of Paraprofessionals Used: 1 - 50

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	Address	Information

Institutions of Higher Education Offering Training:

Name	Address	Kind of Training

Certification: _____ *State Regulations* _____ *Pending* __X__ *None*

Reimbursement: _____ *Yes* __X__ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: NEBRASKA

Director of Special Education: DR. FRANCIS E. COLGAN
Address: SPECIAL ED. SECTION, STATE DEPT. OF ED., 233 S. 10th ST., LINCOLN, NEBRASKA 68503

Estimated Numbers of Paraprofessionals Used: 200 - 300

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Bill Trandt, Planning Specialist	As above	Numbers, roles
Glenn Shafer	As above	Certification

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: ____ *State Regulations* ____ *Pending* X *None*

Reimbursement: X *Yes* ____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: NEVADA

Director of Special Education: LARRY DAVIS
Address: EXCEPTIONAL PUBLIC EDUCATION, CARSON CITY, NEVADA 89701

Estimated Numbers of Paraprofessionals Used: 100 - 200

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Roy S. Berry	425 E. Ninth St., Reno, Nev. 89701	Numbers, roles

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: _____ *State Regulations* _____ *Pending* __X__ *None*

Reimbursement: _____ *Yes* __X__ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: NEW HAMPSHIRE

Director of Special Education: MANFRED DREWSKI
Address: 105 LONDON RD., CONCORD, NEW HAMPSHIRE 03301

Estimated Numbers of Paraprofessionals Used: 100 - 200

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Harvey Harkness	State House Annex, Concord, N.H. 03301	Roles, numbers, certification

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: _____ *State Regulations* _____ *Pending* __X__ *None*

Reimbursement: _____ *Yes* __X__ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: NEW JERSEY

Director of Special Education: DR. DANIEL RINGELHEIM
Address: 225 W. STATE ST., TRENTON, NEW JERSEY 08625

Estimated Numbers of Paraprofessionals Used: no estimate

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Dr. Ward Sinclair	111 Franklin St., Trenton, N.J. 08625	Certification

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: _____ *State Regulations* _____ *Pending* _X_ *None*

Reimbursement: _X_ *Yes* _____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: NEW MEXICO

Director of Special Education: ELIE S. GUTIERREZ
Address: 300 DON GASPAR AVE., SANTA FE, NEW MEXICO 87501

Estimated Numbers of Paraprofessionals Used: 1 - 50

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Helen Westcott	State Dept. of Education, Santa Fe, N.M. 87501	Certification

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: __X__ *State Regulations* _____ *Pending* _____ *None*

Reimbursement: __X__ *Yes* _____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: NEW YORK

Director of Special Education: RAPHAEL SIMCHES
Address: STATE EDUCATION DEPT., ALBANY, NEW YORK 12224

Estimated Numbers of Paraprofessionals Used: 1,000 - 3,000

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	Address	Information
John Steiglmeyer, Director	As above	Numbers, roles

Institutions of Higher Education Offering Training:

Name	Address	Kind of Training
Hudson Valley Community College	Troy, New York	Teacher aides to work with handicapped children

Certification: _____ State Regulations _____ Pending __X__ None

Reimbursement: _____ Yes __X__ No *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

List of SEIMC Centers in New York

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: NORTH CAROLINA

Director of Special Education: THEODORE DRAIN
Address: DIVISION OF EXCEPTIONAL CHILDREN, STATE DEPT. OF PUBLIC INSTRUCTION, RALEIGH, NORTH CAROLINA 27602

Estimated Numbers of Paraprofessionals Used: 200 - 300

Programs in Which Paraprofessionals Are Used:

Programs for the trainable mentally retarded

Persons to Contact:

Name	*Address*	*Information*
Frederic McCutchen, Consultant	As above	Programs, roles

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: ____ *State Regulations* ____ *Pending* _X_ *None*

Reimbursement: _X_ *Yes* ____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

EXCEPTIONAL CHILDREN: RULES AND REGULATIONS.

Additional Information:

Curriculum guide for teachers of trainable mentally retarded children.

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: NORTH DAKOTA

Director of Special Education: JANET SMALTZ
Address: STATE DEPT. OF PUBLIC INSTRCTIONS, BISMARK, NORTH DAKOTA 58501

Estimated Numbers of Paraprofessionals Used: 1 - 50

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	Address	Information

Institutions of Higher Education Offering Training:

Name	Address	Kind of Training

Certification: _____ State Regulations _____ Pending __X__ None

Reimbursement: __X__ Yes _____ No *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: OHIO

Director of Special Education: S.J. BONHAM, JR.
Address: OHIO STATE DEPT. OF EDUCATION, 933 N. HIGH ST., COLUMBUS, OHIO 43215

Estimated Numbers of Paraprofessionals Used: unknown

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Paul Hailey	As above	Certification

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: X *State Regulations* ____ *Pending* ____ *None*

Reimbursement: ____ *Yes* X *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: OKLAHOMA

Director of Special Education: MAURICE WALRAVEN
Address: 4545 LINCOLN BLVD., OKLAHOMA CITY, OKLAHOMA 73105

Estimated Numbers of Paraprofessionals Used: 1 - 50

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	Address	Information

Institutions of Higher Education Offering Training:

Name	Address	Kind of Training

Certification: _____ State Regulations _____ Pending _X_ None

Reimbursement: _____ Yes _X_ No *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: OREGON

Director of Special Education: MASON D. McQUISTON
Address: 942 LANCASTER DR., NE, SALEM, OREGON 97310

Estimated Numbers of Paraprofessionals Used: 100 - 200

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Grant Mills	As above	Certification

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: ____ *State Regulations* ____ *Pending* __X__ *None*

Reimbursement: __X__ *Yes* ____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: PENNSYLVANIA

Director of Special Education: WILLIAM OHRTMAN
Address: BUREAU OF SPECIAL ED., BOX 911,
HARRISBURG, PENNSYLVANIA 17126

Estimated Numbers of Paraprofessionals Used: 5,000 +

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	Address	Information

Institutions of Higher Education Offering Training:

Name	Address	Kind of Training

Certification; _____ State Regulations _____ Pending _X_ None

Reimbursement: _X_ Yes _____ No *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: RHODE ISLAND

Director of Special Education: FRANK CONLEY
Address: STATE DEPT. OF ED., ROGER WILLIAMS BLDG., PROVIDENCE, RHODE ISLAND 02908

Estimated Numbers of Paraprofessionals Used: 200 - 300

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Marilyn Horman	199 Promenade St., Providence, R.I. 02908	Certification
Frank MacKinnon	Regional Center for Sp.Services P.O. Box 55, Lincoln, R.I.	Specific programs in the state

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: _____ *State Regulations* _____ *Pending* _X_ *None*

Reimbursement: _X_ *Yes* _____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: SOUTH CAROLINA

Director of Special Education: ROBERT BLACK
Address: OFFICE OF PROGRAMS FOR HANDICAPPED, STATE DEPT. OF ED., RUTLEDGE BLDG., ROOM 309, COLUMBIA, SOUTH CAROLINA 29201

Estimated Numbers of Paraprofessionals Used: 381

Programs in Which Paraprofessionals Are Used:

EMR - 157	Learning Disabled - 25
Emotionally Dist. - 61	Orthopedically Handicapped - 20
Hearing Handicapped - 16	Sp. Handicapped - 97
Deaf-Blind - 1	Visually Handicapped - 1

Persons to Contact:

Name	*Address*	*Information*
Mary Davis, Consultant	As above	Certification, numbers, roles

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: ____ *State Regulations* ____ *Pending* X *None*

Reimbursement: X *Yes* ____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

SUGGESTIONS TO THE TEACHER FOR IMPROVEMENT OF TEACHER AIDE ACTIVITIES IN THE CLASSROOM.

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: SOUTH DAKOTA

Director of Special Education: MICHAEL J. ELSBERRY
Address: 804 N. EUCLID, PIERRE, SOUTH DAKOTA 57501

Estimated Numbers of Paraprofessionals Used: 1 - 50

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Jack Pier	Div. of Elem. & Sec. Education, State Capitol Bldg., Pierre, South Dakota 57501	Certification

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: _____ *State Regulations* _____ *Pending* __X__ *None*

Reimbursement: __X__ *Yes* _____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: TEXAS

Director of Special Education: DON PARTRIDGE
Address: DIV. OF SPECIAL ED., 201 E. 11th ST., AUSTIN, TEXAS 78711

Estimated Numbers of Paraprofessionals Used: 1,000 - 3,000

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Priscilla Giles	Div. of Evaluation (as above)	Roles, numbers

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*
Eastfield Junior College	Dallas, Texas	In the area of the deaf

Certification: _____ *State Regulations* _____ *Pending* __X__ *None*

Reimbursement: __X__ *Yes* _____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

TRAINING MANUAL FOR TEACHER AIDES.
LIST OF SCHOOLS IN COMPREHENSIVE SPECIAL EDUCATION FOR EXCEPTIONAL CHILDREN.

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: UTAH

Director of Special Education: R.E. PACE
Address: STATE BOARD OF ED., 136 E.S. TEMPLE, SALT LAKE CITY, UTAH 84111

Estimated Numbers of Paraprofessionals Used: 50 - 100

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: _____ *State Regulations* _____ *Pending* X *None*

Reimbursement: X *Yes* _____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: VERMONT

Director of Special Education: JEAN S. GARVIN
Address: STATE DEPT. OF SPECIAL ED., MONTPELIER, VERMONT 05602

Estimated Numbers of Paraprofessionals Used: 1,000 - 3,000

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Bob Vail	As above	Certification

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: X *State Regulations* ____ *Pending* ____ *None*

Reimbursement: X *Yes* ____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: VIRGINIA

Director of Special Education: JAMES MICKLEM
Address: DIV. OF SPECIAL ED., STATE DEPT. OF ED., RICHMOND, VIRGINIA 23216

Estimated Numbers of Paraprofessionals Used: 200 - 300

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Wayne Largent, Supervisor	As above	Numbers, roles, certification

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: ____ *State Regulations* ____ *Pending* X *None*

Reimbursement: X *Yes* ____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

1970-71 Dissertation on the numbers, use of teacher aides in Virginia

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: WASHINGTON

Director of Special Education: JOHN MATTSON
Address: DEPT. OF SPECIAL SERVICES, P.O. BOX 527, OLYMPIA, WASHINGTON 98504

Estimated Numbers of Paraprofessionals Used: 400 - 600

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Charles Iles	Old Capitol Bldg., Olympia, Washington 98504	Certification

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: _____ *State Regulations* _____ *Pending* __X__ *None*

Reimbursement: __X__ *Yes* _____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: WEST VIRGINIA

Director of Special Education: ROGER ELSER
Address: DIV. OF SPECIAL EDUCATION, DEPT. OF ED., BLDG. B, ROOM 315, CHARLESTON, WEST VIRGINIA

Estimated Numbers of Paraprofessionals Used: 100 - 200

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	Address	Information

Institutions of Higher Education Offering Training:

Name	Address	Kind of Training

Certification: ___X___ *State Regulations* _____ *Pending* _____ *None*

Reimbursement: _____ *Yes* ___X___ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

AUXILLIARY PERSONNEL REGULATIONS

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: WISCONSIN

Director of Special Education: JOHN MELCHER
Address: DIV. FOR HANDICAPPED CHILDREN, 126 LANGDON ST., MADISON, WISCONSIN 53702

Estimated Numbers of Paraprofessionals Used: 428

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	Address	Information
Kenneth Blessing	Bureau for Exceptional Children (as above)	Roles, numbers, articles
Albert Moldenhauer	Dept. of Public Inst. (as above)	Certification

Institutions of Higher Education Offering Training:

Name	Address	Kind of Training

Certification: __X__ *State Regulations* _____ *Pending* _____ *None*

Reimbursement: __X__ *Yes* _____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Articles by Blessing on utilization of paraprofessionals

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: WYOMING

Director of Special Education: LAMAR GORDON
Address: OFFICE OF EXCEPTIONAL CHILDREN, STATE DEPT. OF ED., CHEYENNE, WYOMING 82001

Estimated Numbers of Paraprofessionals Used: 50 - 100

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Dr. Elmer Burkhard	State Dept. of Education, Capitol Bldge., Cheyenne, Wyoming	Certification

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: _____ *State Regulations* _____ *Pending* __X__ *None*

Reimbursement: __X__ *Yes* _____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: DISTRICT OF COLUMBIA *Director of Special Education:* MERLE VAN DYKE
Address: PRESIDENTIAL BLDG., 6th FLOOR,
415 12th ST., NW, WASHINGTON, D.C.

Estimated Numbers of Paraprofessionals Used: 1 - 50

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	Address	Information
Dr. Doris Woodson	Magruder School 1619 M St., NW Washington, D.C.	Roles, numbers

Institutions of Higher Education Offering Training:

Name	Address	Kind of Training

Certification: ___ *State Regulations* ___ *Pending* X *None*

Reimbursement: ___ *Yes* X *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: AMERICAN SAMOA *Director of Special Education:* MARGO MELNICORE
Address: c/o DEPT OF ED., PAGO PAGO, AMERICAN SAMOA (¢&((

Estimated Numbers of Paraprofessionals Used: 1 - 50

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*
Pita Sunia, Deputy Director	As above	Certification

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: X *State Regulations* _____ *Pending* _____ *None*

Reimbursement: X *Yes* _____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

Few teachers in American Samoa have B.A. degrees, so most teachers are paraprofessionals according to the definition in the survey. A teacher may receive an A.A. degree from a community college here or may be granted an A.A. equivalent by the D.O.E., if the teacher has received the required number of credits by attending workshops, etc.

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: GUAM

Director of Special Education: JULIA T. CEREZA
Address: P.O. BOX DE, AGANA, GUAM 96910

Estimated Numbers of Paraprofessionals Used: no estimate

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: _____ *State Regulations* _____ *Pending* __X__ *None*

Reimbursement: __X__ *Yes* _____ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: MARIANA ISLANDS *Director of Special Education:* DAVID PIERCY
Address: DEPT. OF ED., SAIPAN, MARIANA ISLANDS 96950

Estimated Numbers of Paraprofessionals Used: 1 - 50

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	Address	Information

Institutions of Higher Education Offering Training:

Name	Address	Kind of Training

Certification: _____ State Regulations _____ Pending _X_ None

Reimbursement: _____ Yes _X_ No *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: PUERTO RICO *Director of Special Education:* HILDA GRANA de BONILLA
Address: DEPT. OF EDUCATION, HATO REY, PUERTO RICO

Estimated Numbers of Paraprofessionals Used: 1 - 50

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: _____ *State Regulations* _____ *Pending* __X__ *None*

Reimbursement: _____ *Yes* __X__ *No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

No anticipated increase in the utilization of paraprofessionals.

STATE PROFILE

INFORMATION ON PARAPROFESSIONALS IN PROGRAMS FOR HANDICAPPED CHILDREN

State: VIRGIN ISLANDS

Director of Special Education: ROBERT ROGERS
Address: BOX 630, CHARLOTTE AMALIE, ST. THOMAS, VIRGIN ISLANDS

Estimated Numbers of Paraprofessionals Used: none

Programs in Which Paraprofessionals Are Used:

Persons to Contact:

Name	*Address*	*Information*

Institutions of Higher Education Offering Training:

Name	*Address*	*Kind of Training*

Certification: _____*State Regulations* _____*Pending* _____*None*

Reimbursement: _____*Yes* _____*No* *Basis:*

Materials Available on Paraprofessionals in Special Education:

Additional Information:

APPENDIX D

List of Professional Organizations

Professional Organizations

	Responded with Information	Responded with No Information	No Response
American Association of Psychiatric Services for Children			x
American Personnel and Guidance Assn.	x		
National Association for Mental Health			x
American Association for Mental Deficiency	x		
National Association for Retarded Children		x	
New York Association for Retarded Children		x	
Association for Children with Learning Disabilities			x
Association for the Aid of Crippled Children			x
National Easter Seal Society for Crippled Children and Adults	x		
United Cerebral Palsy Association			x
Association for Education of the Visually Handicapped	x		
National Society for the Prevention of Blindness		x	
Alexander Graham Bell Association for the Deaf			x
American Speech and Hearing Association			x
Conference of Executives of American Schools for the Deaf	x		
National Association for the Deaf	x		
Council for Exceptional Children	x		
American Foundation for the Blind	x		
American Optometric Association			x

APPENDIX E

List of Colleges Involved in Training Paraprofessionals in Special Education

The following list of colleges was obtained from these sources:

1. Educational personnel seen during on-site visits
2. Professional organizations
3. State directors of special education

Institutions of Higher Education

Pima County Community College
Tucson, Arizona 87509

Canada College
4200 Farm Hill Boulevard
Red Wood City, California 94061

Cerritos College
Norwalk, California 90650

Santa Rosa College District
Santa Rosa, California 95401

Chipola Junior College
412 South Boulevard
Chipley, Florida 32428

Florida Junior College at
Jacksonville
Jacksonville, Florida 32205

Manatee Junior College
5840 26th Street West
Bradenton, Florida 33507

Miami Dade Junior College
141 N.E. Third Avenue
Miami, Florida 33132

Pensacola Junior College
1000 College Boulevard
Pensacola, Florida 32504

Polk Community College
999 Avenue H, N.E.
Winterhaven, Florida 33880

St. Petersburg Junior College
P.O. Box 13489
St. Petersburg, Florida 33733

Santa Fe Community College
P.O. Box 1520
Gainsville, Florida 32610

University of Georgia
Athens, Georgia 30601

Floyd Junior College
Rome, Georgia 30161

Chicago State University
95th Street
Chicago, Illinois 60628

Illinois Central College
P.O. Box 2400
East Peoria, Illinois 61611

State Community College
East St. Louis, Illinois 66201

Northeastern Illinois University
Center for Inner City Studies
700 E. Oakwood Boulevard
Chicago, Illinois 60653

Kansas City Community College
Kansas City, Kansas 66112

Washburn University of Topeka
Topeka, Kansas 66621

Catonsville Community College
Catonsville, Maryland 21228

Community College of Baltimore
Baltimore, Maryland 21215

Boston State College
625 Huntington Avenue
Boston, Massachusetts 02115

Simmons College
300 The Fenway
Boston, Massachusetts 02155

Macomb Community College
Center Campus
16500 Hall Road
Mt. Clemens, Michigan 48043

Oakland Community College
Auburn Hills
2900 Featherstone Road
Pontiac, Michigan 48057

Augsburg College
731 21st Avenue South
Minneapolis, Minnesota 55404

College of St. Catherine
2004 Randolph Avenue
St. Paul, Minnesota 55105

Metropolitan State Junior College
50 Willow Street
Minneapolis, Minnesota 55406

Eastern Montana College
Billings, Montana 59101

University of New Hampshire
Durham, New Hampshire 03824

Cumberland County College
Vineland, New Jersey 08360

Essex County Community College
31 Clinton Street
Newark, New Jersey 07102

Gloucester Community College
Sewell, New Jersey 08080

Jersey City State College
2039 J.F. Kennedy Boulevard
Jersey City, New Jersey 07305

Mercer County Community College
101 W. State Street
Trenton, New Jersey 08608

Montclair State College
Upper Montclair, New Jersey 07043

Trenton State College
Hillwood Lakes
Trenton, New Jersey 08625

College of Santa Fe
St. Michael's Drive
Santa Fe, New Mexico 87501

New Mexico State University
University Park
La Cruces, New Mexico 88003

Hudson Valley Community College
Troy, New York 12180

St. Clair Community College
Dayton, Ohio 45402

Central State College
400 East Hurd
Edmund, Oklahoma 70734

Clackamas Community College
19600 S. Molalla Avenue
Oregon City, Oregon 97045

Portland State University
P.O. Box 751
Portland, Oregon 97297

Bucks County Community College
Swamp Road
Newton, Pennsylvania 18940

Sinte Gleska College
Rosebud, South Dakota 57570

Eastfield Junior College
3737 Motley Drive
Mesquite, Texas 75149

University of Vermont
Burlington, Vermont 05401

Evertt Community College
801 Wetmore Avenue
Evertt, Washington 98201

Seattle Center Community College
Seattle, Washington 98122

Seattle Community College District
Seattle, Washington 98109

APPENDIX F

1. Comments from Professional Organizations
2. Comments from Private and State Schools

1. Comments from Professional Organizations Concerning the Utilization and Training of Paraprofessionals in Programs for Handicapped Children

The National Easter Seal Society for Crippled Children and Adults
Chicago, Illinois
Deputy Director: Nancy Ackerman

> "Paraprofessionals are working in Easter Seal Societies, both in special education programs, and within the physical restoration programs. I can't say with what effect; however, I have gathered that special education programs are quite dependent on the aide level personnel."

Council for Exceptional Children
Arlington, Virginia
President, Teacher Education Division: Dr. Robert Henderson

> "I suspect that the answers to who could train the paraprofessional is 'yes.' By this I mean we should retain maximum flexibility at this early stage, recognize almost any preparation system, and then carefully evaluate over time the relative merits of whatever plans are developed. Part of the problem here is that there are probably a hundred or more job descriptions for paraprofessionals working with handicapped children. As job descriptions change significantly, then so should the training program to prepare paraprofessionals."

National Association for the Deaf
Washington, D.C.
Director: Albert T. Pimentel

> "Teacher aides fit the traditional mold similarly utilized in regular public school programs. In schools for the deaf, there is a growing body of these individuals. At this time no training is provided other than in-service orientation, often through the process of informal contact, and less often on a formal in-service training basis."

Association for Education of the Visually Handicapped
Philadelphia, Pennsylvania
Executive Secretary : Mary K. Bauman

> "In the education of visually handicapped children an increasing number of paraprofessionals have been used in recent years. Two-year colleges and special even shorter courses could contribute greatly in the training of these people."

2. Comments from Private and State Schools

T.K. Miller School Children's Center
Napa State Hospital, Imola, California
Director: Don Feiner Number of Paraprofessionals: 120

"Companions, playground activities, modelling, tutoring, providing musical experiences, escorting in community, administering medication, providing personal guidance, dormitory counselors, arts and crafts activities. The notion that a professional person can somehow cure a handicapped child has been pretty well discounted here."

Spastic Children's Foundation
1307 W. 105 Street, Los Angeles, California
Director: Ann Wendt Number of Paraprofessionals: 100

"The only way we could afford to operate effective programs."

Oregon School for the Blind
Salem, Oregon
Director: Donald H. Edwards Number of Paraprofessionals: 6 - 10

"Carrying out prescriptive program for children under the direction of a professional."

Portland Habilitation Center
3829 S.E. 74th Avenue, Portland, Oregon
Director: Robert D. Stuva Number of Paraprofessionals: 6 - 10

"I feel there will always be a need for paraprofessionals to back up professional staff. It would be extremely expensive if all staff would have to be professional."

The Grove School
40 E. Old Mill, Lake Forest, Illinois
Director: Mrs. Virginia Matson Number of Paraprofessionals: 11 - 15

"The handicapped need 1:1 help in many areas and the paraprofessional can work very efficiently as an extension of the teacher."

Gateway Learning Center
214 S. State, Franklin, Indiana
Director: Stephen Hinkle Number of Paraprofessionals: 6 - 10

"Especially in the adult area, with very few programs available for training adult supervisory instructors, adequate trained paraprofessionals would be welcome."

Joseph Ranch Center, Floyd Community Association for the Retarded
New Albany, Indiana
Director: Dave Hoover Number of Paraprofessionals: 16 - 20

"Assistant teachers, teacher aides, and with proper training, lead teachers. I see no reason for pre-school teachers to have a B.S. If the department is planned and supervised by degreed personnel. Many of our most effective teachers are not degreed."

River Hills
Cedar Falls, Iowa
Director: Larry McDonald Number of Paraprofessionals: 45

"We have had excellent use with paraprofessionals. We feel that many people, through proper training, can handle classroom activities, parent conferences."

Laura Baker School
211 Oak, Northfield, Minnesota
Director: Virginia Gleason Number of Paraprofessionals: 1 - 5

"Willingness to work and help others is more important to us than a degree."

Marimor School
Lima, Ohio
Director: Lowell Plaugher Number of Paraprofessionals: 1 - 5

"As instructors/assistants in recreation, transportation, and mobility training, physical therapy and development exercises and training, advocacy programs, vocational and home skills training, crafts, special skills (singing, dancing, instrumental music), food preparation, gardening, scouting, hobbies."

Mansfield Training School
Mansfield, Connecticut
Director: Francis Kelly Number of Paraprofessionals: 700

"With proper supervision and in-service training, we are using them in the areas of audiology, articulation, therapy, education, recreation, physical and occupational therapy, and especially in psychology."

The Lakeside School
Peabody, Massachusetts
Director: Morris J. Ankeles Number of Paraprofessionals: 6 - 10

"At this point in time paraprofessionals are most important. The well trained aid can do and has done as good a job as the professional teacher. The teaching profession seems to be leaning to the extremely specialized teacher with a degree and thus limits the advantages that a multi-handicapped child can gain from a well trained teacher of 'special needs.'"

The Kingsley School
Boston, Massachusetts
Director: Lowell Kingsley Number of Paraprofessionals: 1 - 5

"As teachers' aides they can help to increase the amount of individual attention that a school can give to its students."

McAuley Nazareth Home for Boys
Leicester, Massachusetts
Director: Sister Mary Theresa, R.S.M. Number of Paraprofessionals: 11 - 15

"In a variety of capacities. Unless a defined and proven professional skill is demanded (e.g., psychiatrist, teacher), a person with character and intelligence can be trained to do a variety of tasks most effectively."

Children's Village
Dobbs Ferry, New York
Director: Richard O. Pancost Number of Paraprofessionals: 25

"To provide the guidance and direction needed to accomplish daily routines successfully."

New York State School for the Deaf
Rome, New York
Director: J. Jay Farman Number of Paraprofessionals: 6 - 10

"Particularly as assistants to classroom teachers; as library aides; media aides; psycho-motor aides."

League School
Brooklyn, New York
Directer: Dr. Carl Fenichel Number of Paraprofessionals: 1 - 5

"As specialists using particular talents (music, dance, recreation), teacher aides, family aides."

St. Katherine Day School
Philadelphia, Pennsylvania
Director: Sister Mary Lawrence, R.S.M. Number of Paraprofessionals: 1 - 5

"As an assistance and resource helper to the teacher and the children--they are able to give extra attention to some of the needs of specific children and their problems."

Pine Ridge School
Williston, Vermont
Director: W. Delano Number of Paraprofessionals: 16 - 20

"With proper training, these people can perform a vital role in training of learning disabled children."

New Mexico School for the Deaf
Santa Fe, New Mexico
Director: James A. Little Number of Paraprofessionals: 6 - 10

"As teacher aides and they could be utilized more, I feel, in providing certain educational parts of the program."

Division of Mental Retardation
Reno, Nevada
Director: Claudette Hardy Number of Paraprofessionals: 6 - 10

"Implementing program activities prepared by para-professionals."

Marshall State School and Hospital
Marshall, Missouri
Director: Russell Hardgrove Number of Paraprofessionals: 11 - 15

"There is definitely a need at this facility that could utilize varying degrees of training and experience."

Alabama Boys Industrial School
Birmingham, Alabama
Director: John Carr Number of Paraprofessionals: 70

"Paraprofessionals can extend the reach of classroom teachers in individualizing educational programs; can provide one-to-one social interaction experience for disadvantaged youngsters, etc."

Division of Retardation
Tallahassee, Florida
Director: Jack McAllister Number of Paraprofessionals: 69 - 90

"As teacher's aides to extend the 'arms' of the teacher and provide more individual attention for the students."

The School of the Chimes
Maryland
Director: Margaret Stortz Number of Paraprofessionals: 1 - 5

"We will continue to use these people as assistants and aides in the classroom, arts and crafts, recreation and motor development areas. Many of our paraprofessionals are earning degrees in teaching for special education. Their work experience here gives them valuable training and insight into the problem of the mentally retarded child."

APPENDIX G

Selected Training Programs

Approximately 50 colleges (See Appendix E) are providing some form of training for paraprofessionals interested in working in educational programs for handicapped children. In addition to institutions of higher education, training is being given in school districts, private institutions, and clinical settings. The models of training have been of a wide variety and have existed to meet a specific personnel need and/or for a particular situation. Other programs developed under federal grants have been established as continuous training programs at the community college level.

This listing with specific descriptions is provided as a reference to those interested in establishing and/or examining training programs. After each description, a source is given for further information.

Washburn University, Topeka, Kansas

This Special Education Teacher Aide program was started in 1971 under the cooperation of Washburn University and the Shawnee County School District in Topeka, Kansas. The program was designed as a three-year program with course work taken at Washburn and in-service training within the schools. A total of 45 semester hours are offered, consisting of the following courses:

First Year 1971	ED100	Orientation to Special Education
	ED131	Practicum in Child Development I
	ED103	Orientation to Special Education II
	ED132	Practicum in Child Development II
	ED101	Personal Skills Development
Second Year 1972	ED104	Special Education Classroom Management I
	ED231	Practicum in Methods and Materials I
	ED105	Special Education Classroom Management II
	ED232	Practicum in Methods and Materials II
	ED102	Professional Skills Development
Third Year 1973	ED106	Problems of Exceptionality I
	ED233	Practicum in Methods and Materials III
	ED107	Problems of Exceptionality II
	ED234	Practicum in Methods and Materials IV
	ED108	Current Issues in Special Education

In addition to the above courses, a series of mini-course sessions were held. Examples of such mini-courses were: Community Resources, Drugs and Drug Abuse, Psychoanalysis and Pedagogy, Office Machines, and Special Education and the Law.

Each aide worked 20 hours per week (4 hours per day) in a special education classroom. Each semester, the aide was placed in a different type of setting and area of exceptionality. A typical practicum assignment for the three-year program was:

One semester: TMR Placement
One semester: EMR (level III or IV) Placement
One semester: EMR (level I or II) Placement
One semester: Learning Resource Room
One semester: Emotionally Disturbed Placement
One semester: Special Placement which could be Hearing impaired, Orthopedically handicapped, Institutional setting, or Socially maladjusted

This project was funded under a Title III grant and was directed by Phyllis Kelley and Lyman W. Boomer. The project funded 60 aides with 33 completing the program. Further information is available from P. Kelly and L. Boomer.

Cerritos College, Norwalk, California

Under the provisions of the ESEA Public Law 89-10, Cerritos College conducted a three-phase **training** program for Special Education Aides. Phase I was designed to bring together the specialists working with handicapped children to consider the role, function, and formal training necessary for a Special Education Aide; Phase II initiated the recommendations resulting from Phase I by offering the training curriculum for Special Education Aides; and Phase III, while continuing the course offerings, refined, modified, and clarified the project activities. The end result was a curriculum for the training of Special Education Aides. The completion of the entire program led to an Associate in Arts degree and a shorter one-year program led to a Certificate of Achievement. The following eight courses made up the specialized educational curriculum:

SEA 10	Survey of Special Education
SEA 33	Guidance of the Special Child in Everyday Living
SEA 35	Special Education Career Internship (3 units)
SEA 45	Special Education Career Internship (4 units)
CE 10	Child Development and Guidance
CE 20	The Teacher Assistant in the School Environment
CE 21	Arts and Crafts for Children
CE 32	Personal and Social Adjustment

To complete the Associate in Arts degree requirements, students were required to complete the college's general education requirement. Further information concerning this program may be obtained by contacting: Cerritos College, 11110 East Alondra Blvd., Norwalk, California 90650.

Presbyterian College, Clinton, South Carolina

This program was developed in order to produce 110 paraprofessionals in mental retardation. A series of short-term training programs were conducted in cooperation with Whitten Village, a state institution for the mentally retarded and a division of the South Carolina Department of Mental Retardation. The program consisted of 90 hours of instruction. A total of six hours of training per week was scheduled at the rate of three weekly sessions of two hours each. Fifteen weeks were required to present the program of instruction. Instruction methods ranged from lectures and discussion to participation by trainees in appropriate practical activities. The program of instruction consisted of the following 12 units:

Unit Title	Hours
Program Orientation	2
Communication Skills	6
Growth and Development in Normal and Retarded Children	8
Counseling and Guidance Services	4
Educational and Training Services for the Mentally Retarded	24
Cottage Practices in Institutions for the Mentally Retarded	8
Physical and Occupational Therapy Services for the Mentally Retarded	6
Medical Services for the Mentally Retarded	4
Speech and Hearing Services for the Mentally Retarded	4
The Institution and the Community	12
Supervisory Skills and Practices	8
Program Summary and Conclusion	4

A manual entitled A Manual for the Training of Paraprofessional Workers in Mental Retardation is available from ERIC (ED 064 825), or from: Wade Wieters, Presbyterian College, Clinton, South Carolina.

Bucks County Community College, Newtown, Pennsylvania

This training program, cosponsored by the Woods Schools and Bucks County Community College, was a 42-week course in training paraprofessionals as Nurse's Aides, Teacher Aides, Child Care Workers, and Recreation Aides in the mental health field. The project was designed for 15 trainees in the pilot program. The program's 30-hour week consisted of 4 hours of academic instruction at the college and 26 hours of practicum at the Woods Schools, a private residential school for exceptional children and adults. There were three phases of training:

> Phase I was comprised of a nine-week period divided into three-week training segments. Each segment consisted of one week of classroom instruction followed by two weeks of related practicum conducted in the medical pavilion, in an intensive care wing for the multihandicapped, and in the school. Thus, training was given in Child Care, Nurse Aide, and Teacher Aide areas.
>
> Phase II consisted of two nine-week segments of intensive training; one in Teacher Aide and one in combined Child-Care Nurse Aide. Two-hour sessions continued at the college.
>
> Phase III consisted of six and one-half weeks in the practicum area of the trainee's choice and eight and one-half weeks in concentrated Recreation Aide practicum. There was also continued academic training at the college.

A detailed description of this program may be obtained by writing the Woods Schools, Langhorne, Pennsylvania 19047, and requesting the pamphlet, A Program for the Training of Paraprofessionals.

Dallas County Community College District-Eastfield College, Mesquite, Texas

This training program for paraprofessionals working with the deaf was established to meet the needs of the deaf population of the area. The curriculum of training had been designed to afford the student the opportunity to obtain either (1) a certificate of competency and/or (2) an Associate in Applied Science degree. The Associate degree entails a two-year program requiring a minimum of 60 credit hours; while the certificate of competency has a one year and 30 credit requirement. The curriculum consists of the following courses:

		Lec.	Lab.	Credit
SFD 130	Deafness and Its Implications	2	1	3
SFD 131	Educational Organizations and Procedures	2	1	2
SFD 132	Basic Communication Methods of the Deaf	2	3	3
SFD 133	Introduction to Sign Language for the Deaf	2	3	3
SFD 134	Media, Equipment, and Materials	2	3	3
SFD 135	Auditory Equipment and Materials	2	2	3
SFD 136	Counseling with the Deaf	3	1	3
SFD 232	Advanced Sign Language for the Deaf	2	4	3
SFD 233	Interpreting for the Deaf	2	5	4
SFD 234	Media Materials	2	3	3
SFD 236	Developmental Activities for the Deaf	3	3	4
SFD 237	Language Development in the Home	2	3	3
SFD 238	Training of the Multiply Handicapped	2	2	3
SFD 239	Applied Special Practicum	0	11	4
	Electives	-	-	17

This program began in the fall of 1971 and has undergone revisions and improvements. In the beginning, night classes were organized at Eastfield College. By the fall of 1972, the enrollment had reached 108, with deaf students enrolling in the training program. A thorough description of the program, its development, and objectives can be obtained from ERIC (ED 076 791), or by writing to Eastfield College, Mesquite, Texas.

Houston Speech and Hearing Center, Houston, Texas

The Houston Speech and Hearing Center in cooperation with the Houston Vocational Guidance Service-New Careers participated in a two-year training program for instructional aides. The training program consisted of two phases: Phase I consisting of a four-week orientation period provided by New Careers; and Phase II consisting of on-the-job training at the Houston Speech and Hearing Center.

Phase I

1. Communication Skills
2. Basic Mathematics
3. Social Services
4. Health, General and Physical Sciences
5. Social Skills

Phase II

1. Teacher Aide Trainee 1 month
2. Teacher Aide 1 month
3. Instructional Aide Trainee 21 months
4. Instructional Aid Employment

The weekly schedule of each trainee consisted of (1) ten hours of Basic Education courses provided by New Careers personnel; (2) ten hours of vocational training provided by the Houston Speech and Hearing Center; and (3) twenty hours of on-the-job training at the Speech and Hearing Center. A list of exact job descriptions and activities is available in ERIC document number ED 055 392.

Clackamas Community College, Oregon City, Oregon

The following curriculum leads to an Associate in Developmental Disabilities degree. The curriculum prepares students to conduct programs for handicapped infants and young children. The program prepares one for employment in home-based programs to conduct infant, child, and parent education or in group settings as assistants to professionals. In addition to classroom study, supervised experience is provided in the second year in the home or in group settings with children with varying handicapped conditions.

DD 12 Emotional Development
DD 17 Adjustment Processes
DD 20 Orientation to Developmental Disabilities
DD 13 Intellectual Development
DD 19 Behavior Modification
DD 21 Instructional Materials Workshop I
DD 11 Developmental Communication Skills
DD 18 Assessment Materials and Procedures
DD 22 Instructional Materials Workshop II
DD 39 Seminar in Developmental Disabilities I
DD 40 Developmental Disabilities Practicum I
DD 41 Seminar in Developmental Disabilities II
DD 42 Developmental Disabilities Practicum II
DD 43 Seminar in Developmental Disabilities III
DD 44 Developmental Disabilities Practicum III
Electives

Total credits required for associate degree: 93

Further information on this program may be obtained by writing:

Patricia L. Lantz, Director
Health, Home Economics, and Human Services
Clackamas Community College
19600 S. Malolla Avenue
Oregon City, Oregon 97045

Bemidji Interdistrict Cooperative, Bemidji, Minnesota

This program trained paraprofessionals to serve as speech technicians to provide greater services to children with speech and communication disorders. The training consisted of the following sequences:

1.	Screening Procedures	2 - 3 weeks
2.	Observation	1 week
3.	Screening Practicum	6 - 8 weeks
4.	Remediation Procedures	4 - 5 weeks
5.	On-the-job Training	4 weeks

Once the technician completed the 5th sequence, work began on a five-day per week basis. Training and supervision were conducted by a coordinator of speech services and speech therapists. Further information on this program may be obtained from:

Ms. Beverly Strong
Coordinator, Clinical Speech Programs
Bemidji Interdistrict Cooperative
Bemidji, Minnesota